

# The American Citizens Handbook

*EACH YEAR more than two million young men and women in the United States reach voting age. Others acquire voting privileges thru naturalization. In order that there may be an impressive public occasion for the induction of these new voters into the responsibilities which go with their new status in our selfgoverning Republic, the third Sunday in May each year has been set aside by state and national legislation as Citizenship Recognition Day to be observed by appropriate public ceremonies.*

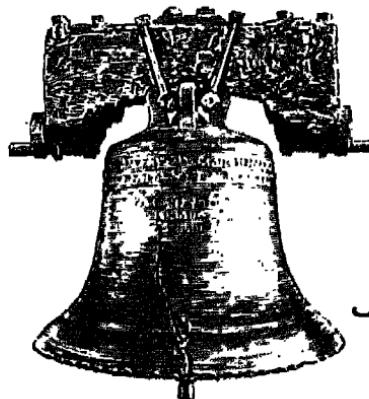
TO THESE NEW VOTERS  
THIS HANDBOOK IS DEDICATED

YOU, AT THIS MOMENT

*have the honor to belong to a generation whose lips are touched by fire . . . The human race now passes thru one of its great crises. New ideas, new issues—a new call for men to carry on the work of righteousness, of charity, of courage, of patience, and of loyalty—all these things have come and are daily coming to you.*

*When you are old . . . however memory brings back this moment to your minds, let it be able to say to you: That was a great moment. It was the beginning of a new era . . . This world in its crisis called for volunteers, for men of faith in life, of patience in service, of charity, and of insight. I responded to the call however I could. I volunteered to give myself to my master—the cause of humane and brave living. I studied, I loved, I labored, unsparingly and hopefully, to be worthy of my generation.*

—JOSIAH ROYCE.



The  
American  
CITIZENS  
HANDBOOK

Arranged by JOY ELMER MORGAN  
Editor, Journal of the National Education  
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New Voter Preparation and Recognition

SECOND EDITION

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AMERICA is great because of the ideals which the pioneers established for its homes, for its schools, and for its democratic community life. It has chosen to take the higher path—to reach up and out and forward. The future of America depends simply on our being ourselves; on our standing by the ideals that have made us great; on magnifying the home; on building up our schools; and on keeping alive among our citizens the spirit of reform and social advance.

— THE ASSOCIATION —

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UNITED STATES

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## *Foreword*

To be a good father, mother, brother, sister, or friend;  
To be a dependable, faithful, and skilled worker in home,  
school, field, factory, or office;  
To be an intelligent, honest, useful, and loyal citizen,  
with faith in God and love of fellowman;  
To recognize the brotherhood of man and to live by the  
Golden Rule—

These are the aspirations that have brought happiness and achievement to the America we all love. These are the aspirations that must help us find our way to new glory and grace in the midst of worldwide change. A great civilization must have its roots in the soil of the past and its branches reaching to the stars of the future. Otherwise it lacks the experience and motive necessary for noble achievement in the present. Has the nation lost its way? Let it return again to the faith of its youth. This faith is found at its best in the lives and writings of great leaders who have quickened and purified the national spirit.

This book belongs to you as an American citizen. In it you will find the ideals that have inspired generations of the best men and women to work out on this continent a democracy of liberty, equal opportunity, and personal growth. Read this book carefully; study the documents on which your rights as a citizen are based; memorize its songs and poetry; enjoy the inspiring statements which have given purpose, hope, and courage to millions of Americans.

—JOY ELMER MORGAN.

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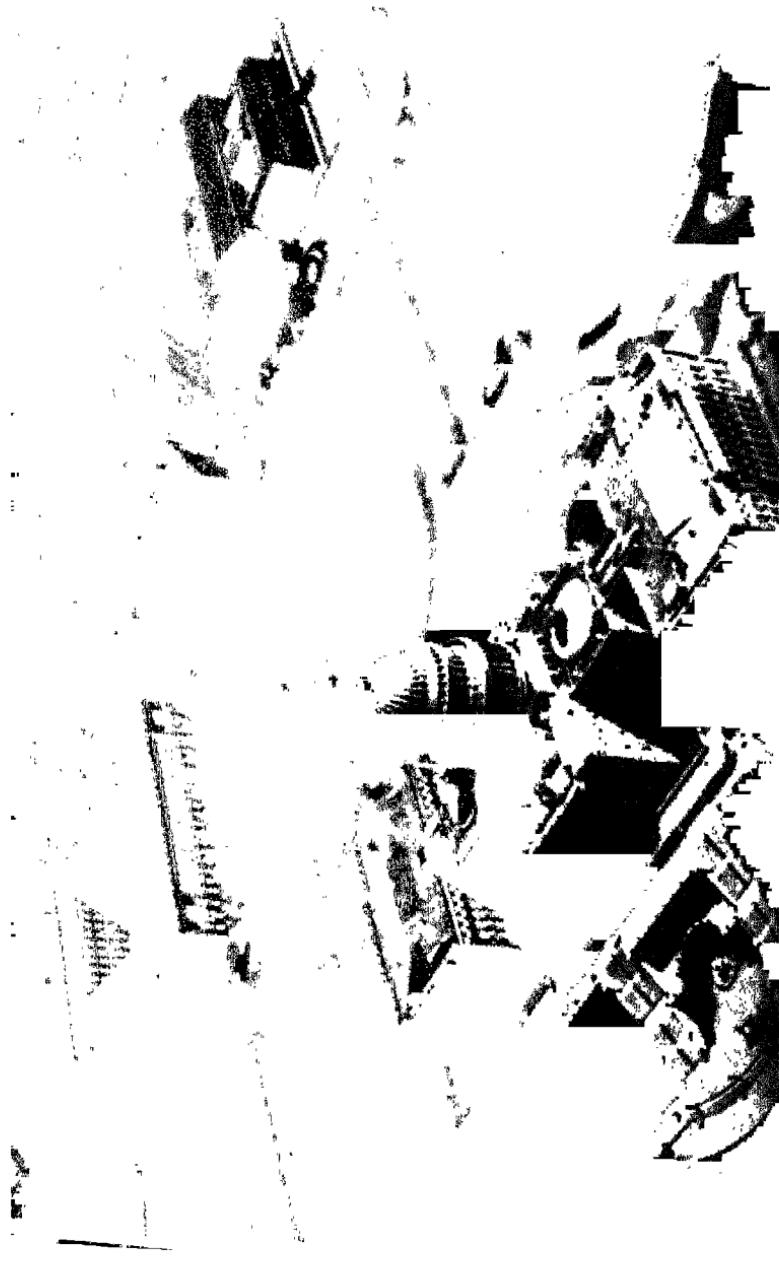
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# PART I

## Your Citizenship in the Making

THE UNITED STATES CAPITOL, shown on the following page, is situated on the brow of a hill overlooking the capital city. This building—its north wing [upper center] housing the Senate, and its south [lower center], the House of Representatives—is one of the world's finest structures. George Washington was present when its cornerstone was laid in 1793 and the Civil War was raging when its massive cast-iron dome was completed, but the splendid old building still dominates the city. To the left in this picture may be seen the Senate Office Building and directly behind the Capitol the recently completed Supreme Court Building. It is on the steps of the eastern front of the Capitol [facing the Supreme Court Building] that Presidential Inaugurations are held. On a special platform over the central outdoor stairway, the Chief Justice of the United States administers the oath of office in the presence of thousands of officials and spectators. The taking of the oath is followed by delivery of the inaugural address and the procession to the White House. The Capitol grounds cover 58 acres and are landscaped with over 800 trees and many shrubs besides fountains, terraces, and balustrades.

*Photo, Greater National Capitol Committee*



# Your Citizenship in the Making

JOY ELMER MORGAN

*Editor, Journal of the National Education Association*

THE United States Capitol shown on the opposite page is one of the greatest shrines in all the world. Here, with but one brief interruption since 1800 has been the seat of the Congress of the United States, which is the oldest republican legislature in the world. Here are enacted laws which determine your future and that of your fellow citizens in a great nation of more than 130 million people. Your future as an individual is bound up with the future of your country. The quality of its life is as much a part of your existence as the air you breathe and the food you eat. We have been conscious during recent years of our national shortcomings. It is well that we should attempt to improve the conditions which surround our lives, but *let us never forget our great and noble inheritance*, for upon that inheritance we must build our future.

## *Our National Heritage*

*There is first the country itself.* What a rich and beautiful continent we are privileged to inhabit! As one rides its farflung railroads or motors over its thousands of miles of paved highway, or follows its streams, or penetrates its forests, or takes the airplane and skimming thru

the clouds looks down upon the panorama beneath, it is an inspiring picture of a mighty gift such as the people of no other continent enjoy, God-given and eternal; truly "America the Beautiful" as described in Katharine Lee Bates' inspiring poem:

*O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed His grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!*

We have not always been appreciative of this gift. We have been wasteful of our forests and minerals, careless of our water power, ruthless in the wastage of our soil. We have come now to the day of reckoning when by flood and dust storm we are forced to face our national destiny and our relation as a people to the soil from which we draw our life. But with all the wastage, with all the lack of planning and of vision, we still have the greatest heritage of natural resources and climate to be found upon the face of the earth.

### *Our Heritage of Leadership*

*There is too the mighty heritage that has come to us in the memory of great deeds performed by the pioneer men and women who have established this mighty nation in so brief a span of years. Some of their names are recorded in the account of the Hall of Fame in this book. Every American should be encouraged to read biography because it gives an inspiring sense of the nobility of mankind. It lifts one above the petty and*

trivial to go again with George Washington, with Benjamin Franklin and Thomas Jefferson, with Horace Mann or with Abraham Lincoln, thru the struggles that have created our national being, that have given us our freedom, and that have kept us going forward upon the path of democracy. Every American is entitled to know these creators and guardians of our liberty, and we may be sure that a knowledge of their great deeds will reinforce and inspire our own purposes. We have attached great importance in this country to literacy, to the ability to read and write. We have not attached enough importance to reading itself as a lifelong enterprise in the life of the citizen. The mere fact of being able to read does not of itself guarantee intelligent citizenship. There must be wisdom in the choice of reading. The school course is too short, even if pursued thruout the college years, to enable any citizen to read all the things which he should know about the founding and growth of our Republic.

### *Charters of American Liberty*

Beyond the heritage which is found in the lives of the men and women who have made America, *stands the Republic itself*, the greatest example of constitutional government among free men. The full text of our American Constitution is given in this book. Every American should know its content. It is the greatest single document in the entire struggle of mankind for orderly selfgovernment. We need not review here the story of the Constitution. You are familiar with the history of the colonies and their difficulties, with the Declaration of Independence, with the Revolutionary

War, and the difficult years under the Articles of Confederation. You are familiar with the struggles of the Constitutional Convention itself. You know the patience and nobility of Washington as he presided over the convention; the difficulty of reaching agreement; the willingness of the men who took part to subordinate personal and sectional interests to the general good; and the narrow margin by which the Constitution was adopted and put into force when it was submitted to the states.

### *Religious Ideals the Foundation*

It is difficult to read this history without seeing in it the hand of Providence, for the struggle which was then taking place in America was in a sense the climax of untold centuries of human struggle upward, a struggle against despotism, against the destructive forces within the nature of man himself. The birth of our democracy is the result of the teachings of religious leaders going back hundreds of years. Democracy finds its fullest expression in the roots of religion, which has ever emphasized the Fatherhood of God and the Brotherhood of Man. For democracy to reach its highest fruition, our society must include that larger liberty and justice preached so eloquently by the Hebrew Prophets and by Jesus.

No one would contend that the Constitution is a perfect document. The very men who framed it were conscious of its shortcomings. And the fact of the Civil War proves that it could not meet all the needs of the young republic—a war to test, in the words of Lincoln, whether any nation conceived in liberty and dedicated to the proposition that all men are created equal can long endure. We have our difficulties in these days

also in agreeing among ourselves as to what we want the Constitution to be and how we want it to be interpreted or administered. But these are small matters as compared with the great fact of the Constitution itself standing between us and chaos, between us and a return to the brutalities and confusion of earlier centuries.

### *Education, the Safeguard of Democracy*

We must also include in our great American heritage, along with the land itself, the memory of noble men and women, and our system of free government, *the common school*—which is yours to cherish, to improve, and to use as the instrument of your intelligence. The importance of education in a democracy is eloquently stated elsewhere in this book by Horace Mann, founder of the American free public-school system.

We have in our schools 30 million young people—a population ten times as great as the total population of the colonies when the Declaration of Independence was signed. But we have come to see that education of adults is no less important than the education of children. We already have the beginnings of a nationwide system of tax-supported free public education of adults. It is essential that adult education grow to a point where in every school building in the land there will be classes and discussion groups of people in the community dealing with the important issues of their lives. The setup in our country and in the world is changing so rapidly that new problems of life and government arise overnight and if people are to meet them with full intelligence, they must continue their study and education throughout the years.

### *The End of an Epoch*

We live in one of the greatest transition ages of all history. We think of the dawn of history, the breaking up of the Roman Empire, and the reorganization of the world's life which followed the discovery of America as marking great turning points in man's existence. But the change that is taking place in human life today is even greater than the change which took place in the Middle Ages or during the fall of the Roman Empire; it can be compared only with the dawn of history itself. The world is entering upon a new epoch, mankind has reached a point where it can turn backward into the confusion and darkness of bygone ages, or can move forward into a new period of light, selfgovernment, and justice. Whether it shall do the one or the other may depend—indeed it is likely to depend—upon what happens in the United States of America. Here we have the conditions of life, here we have the level of education; here we have the background, and let us hope, the purpose to preserve human freedom and to perfect democracy until every man, woman, and child under the American flag shall enjoy the blessings of security and opportunity.

We need not recount here the tragedies of countries overseas, the breakdown of government in one country after another, the struggle in China or in Europe. In daily headlines and radio narratives you hear that depressing and disheartening story. Nor need we review the difficulties which we face within our own nation. They are much upon our minds. The greatest threat to our freedom and our system of selfgovernment comes,

**Boulder Dam in the Colorado River at the Arizona-Nevada border, gives a new sense of the ingenuity of man. This \$76,500,000 U. S. Government project provides flood control, irrigation, and electric power. The Dam rises 726 feet from the river and backs up the world's largest artificial lake—Lake Mead, 115 miles long. The surrounding Boulder Dam Recreational Area, under the National Park Service, provides fishing, boating, and other sports.**



not from without, but from within the nation, and we would do well to put our own house in order if we are to make our best contribution toward the peace and stability of the world. President Dykstra of the University of Wisconsin has outlined in the article which follows some of the pressing problems facing our country—problems in agriculture, in unemployment, in education, in the adaptation of our institutions to the new conditions which have arisen.

### *How To Build Influence*

We are not agreed upon these problems, nor can we expect to be. In the end we shall have to do what the founding fathers did in the Constitutional Convention. We shall have to adjust our differences in the spirit of goodwill and subordinate our lesser interests to the general welfare. Read again the section in Washington's great Farewell Address in which he warns against partisanship, and stresses tolerance. The important thing for you as a citizen is to look at our problems with an open mind in a spirit of fairness, willing and eager to listen to all sides, the slave of no man and no party, determined to find the truth, to serve the people as a whole, and to accept and follow the sovereignty of your own mind.

There are too many people in our country today who get their political information and attitudes from one newspaper or from one source on the radio, who consult their prejudices rather than their intelligence. Under such conditions political discussion degenerates to the level of propaganda; every statesman is dragged down and lied about; facts are obscured; special privilege gets possession of the powerful agencies for the distribution

of public information; and the Ship of State is torn and threatened by conflicting gales of uninformed public prejudice. It is not easy to know the truth and there is always the possibility that the citizen will make mistakes in his judgment, but he can at least make sure that he is honest and sincere in his attempt to get at the truth and to serve not any selfish interest but the people as a whole. That is the principle upon which democratic government was founded. It is the only principle upon which it can survive and adapt itself to the new and difficult conditions of our time.

### *The Citizen's Responsibility*

What of the citizen's obligation to cherish and improve the great inheritance of democracy and self-government? Think for a moment of what it means to be endowed with the highest gift the community can bestow—that of having a part in the government of humanity. For untold centuries men have fought and labored thru long and tortuous years that the rights which we enjoy might be ours, and under our system we intrust this precious heritage in the hands of the people themselves. We say to every young man and young woman who reaches the age of 21:

You have become a sovereign citizen. You are the source of the authority of our government. You have upon your shoulders the preservation of this great boon of freedom and opportunity for which others have paid so dearly. If you do not appreciate the importance of this sovereign privilege, if you do not exercise it and exercise it wisely, it will be lost and the old long cycle of confusion and suffering will be once more ahead.

*Your Many-Sided Life*

There is always the danger that we shall think of our citizenship too narrowly, that we shall fail to realize its relationship to our lives as a whole. When we think of citizenship we are likely to think of voting, or of serving on the jury, or of our services as public officers or of paying taxes, or of the possibility of being drafted into the army to serve as soldiers. These are the specific tasks of the citizen and each is of the highest importance, but back of them stands life itself, the art of living so that life shall be good and beautiful, free and worthy of the human race.

You cannot separate your citizenship and the exercise of your civic duties from the rest of your life. Your aspirations, interests, ideals, tastes, and habits influence the performance of your civic duties. If your life is noble and rich, your citizenship will express that nobility. If you are a good mother or a good father, you are more likely to be a good voter. The purpose you have as a father or as a mother will carry over and influence your decisions at the ballot box. If you are a good workman with joy and a sense of perfection in your daily task, you will make a better member of a jury, because thru your labor you will have penetrated the common heart of humanity. If in your relations with your family and your neighbors, you have a spirit of goodwill and mutual helpfulness, that spirit will be your contribution toward a wholesome state of the common mind. If you are dishonest in your thinking and indifferent to the wellbeing of others, these qualities will degrade the public life.

The world today needs you at your best with such qualities as these:

A determination to earn your own way in the world by useful service.

A personal interest in human welfare that seizes every opportunity to help others improve their lives.

A deep concern for good government combined with sustained study and action.

### *Begin Your Citizenship in the Home*

The foundations of your whole life—physical, emotional, and mental—are laid in the home. The well-ordered home based on love, mutual helpfulness, and intelligent cooperation is the highest achievement of mankind. It is the cradle of civilization. By living and working together in the home we acquire the virtues, habits, and skills needed for the highest success in life. By doing your part in the tasks about the home; by helping to keep it clean, orderly, and beautiful; by seeking to make it a peaceful, friendly, and happy place; you learn to think, to plan, and to work with others in ways that will help you to perform well your part in school and community. Exalt, enrich, and beautify your home. It is the foundation of your life and happiness; the first school of citizenship and democracy.

### *Improve Your Community Citizenship*

Make a list of things which you can and will do to contribute most to the welfare and happiness of all in the community, including such items as:

[1] Keeping the premises about your home clean, orderly, and beautiful.

- [2] Obeying traffic rules and showing courtesy as motorist or pedestrian.
- [3] Taking an active interest in government and public affairs.
- [4] Taking part in religious, civic, and cultural activities.
- [5] Maintaining a friendly and cooperative attitude toward members of all races and creeds.
- [6] Helping to free the community from influences that weaken and degrade the lives of the people.
- [7] Voting when you are of proper age and encouraging others to vote for officers who will honestly and efficiently serve the interests of all the people.

### *Your Political Citizenship*

Your citizenship in the political community is made effective thru voting, public sentiment, legislation, and public administration. The two points which are most weakened thru neglect are the government of the locality and the primary election. If people do not take an interest in and learn to control and to manage honestly and efficiently local political affairs, which are nearest them, they will not know how to manage well the larger affairs of state and nation. Political bosses gain control for their own selfish interests by concentrating on the primary, where a few votes often control the result. If they can nominate candidates favorable to them on all tickets in the primary, they have already won the election. Attend first therefore to local government and the primary election. Gather facts about local government; encourage public discussion.

### *The Government of Industry*

In the days when each man owned his farm or shop, people did not need to give much thought to the gov-

ernment of industry. They thought only of political government. With the coming of large corporations, people came to see that their lives, liberties, and happiness were involved in the industrial community as much and sometimes more than in the political community. In what ways may you have a part in the government of industry? First, thru your political citizenship you can give attention to the charters which create the corporations and the laws and commissions which regulate them. Second, thru organization as a worker you can encourage justice and fair play. Third, as a consumer, you can patronize only industries which play fair and perform a useful service; you can join others in the consumers co-operative movement.

### *Toward World Citizenship*

The world is being drawn closer and closer together by modern communication and transportation. Races with different ideals, religions, customs, and languages see more of each other. Trade interests cross and often conflict. Dictator countries threaten the peace of neighbors. These wider interests must in some way be brought under law and order. Their nature must be better understood. Public sentiment must be created on behalf of the ideal of fair play. Ideals of mutual respect and helpfulness must be developed. World machinery must be perfected to deal with world issues. This will require creative thinking and courageous action. Considering what we now have to work with, the problems presented are no greater than those associated with the preparation and adoption of the Constitution of the United States.



*The Pan American Union in Washington, D. C., dedicated in 1910,  
is a reminder of the fraternity of 21 New World republics.*

*There Is Power in the People*

Dictators have discovered the physical force of great masses of people. Democracies must discover and release the intellectual and moral force that resides in the people—in their energy, in their aspirations, in their purposes, in their experience, in their love of neighbors and dear ones. Jesus built a religion out of the wisdom of plain people. He turned their homely experience into devotion, faith, hope, and good works. The founders of America instituted the greatest Republic of all time on the conviction that people could rule themselves better than kings could rule for them. Horace Mann laid the foundations of the world's noblest school system in the ambition of the common people to improve themselves. Release the power that is in the people and out of a great people will come an abundance of great and inspired leaders.

*Toward a New America*

May you as a sovereign citizen carrying upon your shoulders the responsibility for selfgovernment, ever be watchful of your priceless and hard-won heritage. May you build into your life the best that mankind has thought or dreamed thruout the ages, knowing full well that if your life is right, your citizenship will be worthy. May you ever realize that all human institutions, including government, must be born anew in the hearts and minds of each generation. In that fact lies the significance of Citizenship Recognition Day as it is described in this book. May we all accept our trusteeship for government of the people, by the people, for the people.

And as you read this book, ask yourself what you as a citizen can do to pass on the torch of democracy and to make the nation better and stronger. Determine to do your part to keep democracy true to the ideal of its founders. Ask yourself again and again thru the years: "What kind of a country do I really want? What kind of a life for myself and my loved ones?" Ask yourself what you can do to achieve the following personal goals:

- [1] To keep fit physically, mentally, and spiritually thru a careful routine of living.
- [2] To exalt the family and the community of neighbors as the foundation of civilized culture.
- [3] To give attention to civic duty with a determination to maintain our democratic personal rights, political liberties, and representative institutions.
- [4] To take the long look even beyond our generation and to sow the seeds of a better day.
- [5] To find my part and to do it patiently, consistently, and well; one day at a time; without thought of reward; losing myself in the common good.
- [6] To hold fast to the ideals of the Golden Rule and the brotherhood of man.

*Democratic government can rise no higher than the intelligence, purpose, and conscience of the individual citizen.*

# Critical Problems Facing Our Nation

CLARENCE ADDISON DYKSTRA

*President, University of Wisconsin*

WE in America face critical national problems on several fronts—economic, social, political, ethical, educational, and military. We face a new world environment to which we have to adapt ourselves. We cannot face it complacently and without rigorous self-analysis. We cannot wish ourselves again into the nineteenth century. There are lessons for us to learn from the plight of France and England, tradition-bound and overly sure of themselves.

[1] *What of the economic front?* Ours is a money economy backed by gold. Money came into use because it was a convenient medium with which to carry on trade. This medium in time became a commodity desired for itself because it could bring income thru interest. In the course of time we thought that without money nothing could happen in the economic world. We declared that nations could not conduct a war without this international medium. We fondly believed that Germany could not fight because it had no gold.

We have recently discovered again that there is such a thing as barter, even international barter, and that an economic system can run if only there are men and materials. Wealth is *goods* and goods are created by the

application of labor to materials. We had forgotten it when we insisted that nations needed gold. We have discovered recently that the nation with the bulk of the world's gold supply can have the greatest incidence of unemployment, that a nation without much gold may threaten the international trade of a country with billions.

We have discovered, moreover, that a nation of unemployed is a nation imperilled. The lesson of Europe is plain—idleness, discontent, loss of confidence in those who are in office, disintegration of morale, organization of disgruntled groups, loss of unity, and then a sense of futility, the appearance of the demagogue with his gospel and then the pied piper with his promises, the capture of youth and the firing of imaginations, the appeal to a new day, an army on the march, a new nationalism born—all of this in progression moving with a fresh religious fervor whither, who can know? Do we need further demonstration that we here must get our people back to work and particularly, must find jobs for our young people?

[2] *We face social movements of worldwide scope to reckon with.* There are those who since the last war have been counting on new ideologies to capture the imagination of the world—Lenin, Mussolini, Hitler. Insofar as these philosophies can attain the character of religious revivals of a dominant sweeping character, they have potentialities which we cannot minimize. Mohammed demonstrated fourteen hundred years ago that a new, militant religion could carry almost everything before it. The new religions of Europe which merge the individual into an enterprise, provide not only the resignation and selflessness of the Oriental belief but the drive and power

that go with the doctrine of dynamism. They provide further a common emblem and single leadership which minister to something the race seems to crave.

It gets us nowhere to call names and decry systems of "isms." To say that a new Caesar is on the march or that a wild beast has escaped from his cage is just a combination of words.

In the Presidential campaigns we are treated to a battle of words. We view with alarm; we take pride; we appeal to everybody and appease anybody. It is not enough. The hope of democracy rests on things done which other systems get done, on houses built, on jobs provided, on crops raised and materials manufactured, on resources conserved, on opportunities for the people to come to their best selves, on the development of national goals and unities, on the development of selfrespect and that intangible thing we call morale.

It is no longer enough to say, "Oh, yes, the democratic device is slow, is inefficient, is bungling, *but* we like it and we muddle thru." It must compete today with instruments which perform with perfection. This is the day when a democracy must plan on a national scale, operate promptly, and do well the necessary things which bring satisfaction to the people.

[3] *Thus we come to the political challenge of the day.* Ours is too often the accidental leadership which may or may not prove worthy. And yet the call on every hand is for leadership that understands the need of the time. We in the United States have found no sure way by which natural leadership can be trained in the national arena for the national purpose. We are plagued by problems of doubtful states, of "being too wellknown," of

having made enemies by having convictions, of section jealousies. We must find a democratic process which more nearly assures us of getting what we need.

This is but one example of our many difficulties. It leads to the suggestion that we are sorely in need of invention on our social and political fronts. This generation must therefore produce inventors in the fields of human organization. We have been ingenious beyond compare in the world of mechanics and science. Advances have come from a composite of small contributions from many sources. In the natural sciences each generation stands on the tallest shoulders of the last. In the science of society we are tempted to kneel before the seers of the past, to worship precedent, to suspect the experimental method. If we try and fail, we fear to try again. It is difficult in society to attempt a "controlled experiment." We deal not with white rats but with human beings with emotions, prejudices, and ignorance. Nonetheless, we must get at our task of invention if we are to make democracy operate under rapidly changing conditions.

If democracy cannot ride out a storm, some other way of life will crowd it aside. We best defend democracy by making it adequate for modern demands.

[4] We come thus inevitably to the special challenge that faces American education. *American problems today all lie in the field of education.* We approach significant economic, social, and political questions with much of our citizenship illiterate in these fields. We vote, relying on catchwords and outworn formulas; capitalizing on group animosities; appealing to passions; calling names and challenging the motives of those with whom we disagree.

We are seeing how easy it is for whole peoples to slip down the ladder up which they have climbed with infinite pain thru many centuries. We are discovering how difficult it is to make wise choices. We are embarked on the hard road, the democratic way. If ever we needed civic competency, it is today. Man must achieve mastery of himself as well as of the material world if civilization is to be maintained thru the next troubled years. We are a generation that lives in one of history's great crises and it would seem that somewhere there is knowledge enough to resolve it without a long blackout.

Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort. It must deal with all who are citizens of our democracy. Perhaps it is time even to change our terminology. Our superintendents of *schools* should actually be superintendents of *education* and have the whole community—not just the children—as their responsibility. In the field of civic education the adult responsibility is perhaps the greater. Civic enlightenment is the condition precedent to successful selfgovernment. A program of cooperation ought to work as well as a dictated program if we are willing to do the things necessary to success.

We must know and make generally known what is the ethical content of democracy just as thoroly as the dictator makes his ethic of the state a general conception. Germany seized upon the psychological penchant of youth for organization to work out a vast extracurriculum program of youth education.

We have youth organizations in this country. It is impossible to keep them down. Our manifest oppor-

tunity is to aid them to serve objectives which we believe in. Many municipal police departments struggling with juvenile delinquency have discovered that the gang spirit in our youth can be capitalized upon by providing boys and girls with something to do. Do our youth, and our people for that matter, know where they are going? "The world stands aside for the man who knows where he is going." This is happening in Europe today.

One problem of American education today is to discover and teach a unifying bond which will weld us together, without the loss of individual freedom, in a conception that a government may be the servant of man. It is being done elsewhere with the horrendous conception that the state is the master of man. We are appropriating billions for armaments to defend the American system and millions to train skilled workers and technicians. This will not create a national unity, nor will hysterical witch hunts. Our unity and security will depend upon a real devotion to our way of life and a willingness to make sacrifices other than heavy taxes to make it work. One mobilization we cannot neglect is our haste to prepare is the girding up of our spiritual, moral, and intellectual reserves. One percent or even one-fourth of one percent of the new appropriations for national defense devoted to citizenship training among adults would make a vast difference in our national morale. It would bring men and women together to discuss possibilities of the American way of life.

Our inclination at such a time is to spend our money lavishly for the big things. The temptation will be to cut expenditures at other spots, in education for instance. Dictators did not make this mistake. They stepped up

their kind of education to strengthen the line behind the line. Let us learn from these realists this item for the protection of our sacred heritage. We must know what we are prepared to fight for as well as against. Is it territory, a continent, or a hemisphere? Or is it a principle to which we pledge our lives, our fortunes, and our sacred honor?

History is a hard taskmaster. It is useful if we are willing to learn from it. The tragedy is that we seldom do. Said a workman in a defeated nation:

"One of the causes of our misfortune is that we lacked an ideal. We came to imagine that the proper duty of man was to arrange an easy way of life, individualistic to the point of selfishness. We were all democratic in spirit but in reality we were too much concerned with self. It was to a great extent the fault of our institutions, which tended to breed politicians instead of statesmen and which set party interests before those of the nation. We are all responsible. We saw no further than the parish pump and we were well satisfied when our representatives brought home the gravy. . . . We are about to become slaves but adversity will weld the nation. Perils will befall democracy everywhere when it forgets that free men have duties as well as rights."

An historian wrote of the downfall of another democracy:

"The cause of all these evils was the love of power, originating in avarice and ambition, and the party-spirit which is engendered by them when men are fairly embarked in a contest. Each man was strong only in the conviction that nothing was secure; he must look to his own safety and could not afford to trust others. Inferior

intellects generally succeeded best. For, aware of the own deficiencies, and fearing the capacity of their opponents, they struck boldly and at once. But the clever sort, presuming in their arrogance that they would be aware in time, and disdaining to act when they could think, were taken off their guard and easily destroyed.

The first explanation for the downfall of a democracy—the recent debacle in France—was made by a seventy-three-year-old Frenchman. The second is a quotation from Thucydides, explaining the downfall of Athens' greatness after its defeat by Sparta more than 2300 years ago. The same sentiment runs thru both tho they were uttered more than two millenniums apart. They reinforce any plea that may be made just now for citizenship, education and understanding.

We have a military preparedness challenge to face on a national front. We hope and expect that this is being given proper attention. This is the responsibility of professionals in another field. Shall we, in our own professional bailiwick, do our job in the field of intellectual and moral preparedness so that this democracy shall have unity, a national goal, and a loyal citizenship which believes that law, equality, and justice are worth any necessary sacrifice? We must be certain that the enemy we face is not within us. If we can be sound internally, we are twice armed as we watch lightnings on the horizon and hear the roll of distant guns.

[This statement by President Dykstra is available for distribution to new-voter and other groups as *NEA Personal Growth Leaflet 179*. For further information, see page 58 of the Handbook.]

# How To Become a Citizen of the United States

A useful book for every citizen is published by the Immigration and Naturalization Service of the United States Department of Justice. It is entitled *Our Constitution and Government*, and may be purchased from the Government Printing Office, Washington, D. C., for 50 cents. Altho written especially for candidates for citizenship, it is helpful and informing to every American who wishes to understand the government of the United States which he supports. The following is Chapter 2 of the book.

WE do not live alone but as members of groups. For thousands of years people have lived together in families, villages, towns, cities, states or countries, and nations. They have also come together in pleasure groups, work groups, and religious groups. In time some of these groups have died out and others have grown. Today the life of the people is made up of thousands of groups, and each of us belongs to a number of them. Let us figure out how we become members of the various groups to which we belong.

## *What Group Membership Means*

Most groups set up certain *qualifications* for their members. For example, before you can join the group of people who vote for the President of the United States you must be a citizen of this country. Before a child can join a school group he (or she) must have reached a cer-

tain age. To join most clubs one must be elected and pay dues. Every group must set up some definite qualifications for its new members, if it is to last long and grow. Very few of us would care to belong to a group that admitted every kind of person. You would not want all kinds of people admitted to your work group. If you were ill in a hospital, you would not want to find that the doctors or nurses had no proper qualifications for their work. You would not want the swimming pool in a park near your home to have a lifeguard who could not swim. You would not want the police force in your town to be made up of policemen who were lazy and careless. You would not want your neighborhood filled with persons who were criminals. And certainly you do not want bad people admitted to citizenship.

In setting up its qualifications for citizenship in the United States, our government has tried to keep persons who would not make good citizens from becoming members. No doubt you are glad of this. If you are joining the biggest club of all, the United States, you will want to understand its membership. Let us see what qualifications one must have to join this national group.

### *Who May Be Members of Our National Group?*

Most persons who are citizens of the United States were born in this country. The Constitution of the United States provides in the Fourteenth Amendment that: "All persons born . . . in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside."

Children born to American parents who are traveling or living outside this country are also American citizens.

under certain conditions. And our national Congress has made laws to give citizenship to the people of Alaska, Hawaii, Puerto Rico, and the Virgin Islands—parts of the United States which are separate from the main part and are not part of the 48 states.

The Constitution also provides that the Congress shall make rules by which persons who were born in foreign countries may become American citizens by naturalization. When a foreign-born person becomes naturalized, he actually takes our country as his own country and becomes a full member of our national group. In becoming naturalized, a person must give up his old country and become a loyal citizen of the United States. Millions of persons who were born in foreign lands have become members of this nation just as tho they were born here.

The laws made by our Congress provide that an applicant for naturalization in this country:

- [a] Must prove that he (or she) is a person of good moral character.
- [b] Must show that he wholeheartedly believes in the principles of the Constitution of the United States.
- [c] Must swear to give up all allegiance to any foreign king, ruler, government, or country.
- [d] Must swear that he will support and defend the Constitution and the laws of the United States against all enemies, outside or inside the country.

These qualifications of the naturalization law are only another way of saying that all new members of our nation [1] must have "the makings" of good citizens; [2] must believe in our form of government; [3] must give up all membership in any foreign country; and [4] must honor and obey the principles of our Constitution.

Until about 50 years ago the United States kept its doors open to almost any person who wished to make his home here. From all over the world people came to this great country of about 3 million square miles. In 1882 the Congress began to limit the kinds of people who could come to our land. Today the entire immigration from all parts of the world except North, Central, and South America is limited to about 150,000 persons in any one year.

### *Who May Become U. S. Naturalized Citizens?*

A white person, or person born in Africa, or person of African descent, or a person who is a descendant of a race native to the Western Hemisphere, who is an alien, who has been admitted to live in the United States in the way provided by law, and who has lived here without a break for 5 years, can be naturalized, if he or she has done all that the law requires. But it is the *duty* of the government to refuse citizenship to persons who have committed crimes, to anarchists (persons who are against all organized government), and to other persons who do not seem likely to become good and loyal citizens.

### *How Does a Person Become Naturalized?*

There are nearly 2000 federal and state courts to which the laws passed by the Congress have given the power to naturalize aliens. At any time after lawfully entering the United States as an immigrant an alien who is at least 18 years of age and who has a real home here may make a *declaration of intention* to become an American citizen. This declaration is made before the clerk of a court which has the power to handle naturalization cases.

This is the first step which an applicant takes. In this first step the applicant says that it is his intention to give up forever any membership in a foreign state and to become a citizen of the United States. In this way the applicant is beginning to meet the qualifications for membership in our national group of citizens.

In not less than 2 years nor more than 7 years after he makes his declaration (provided that he has lived in this country continuously for 5 years without a break of a year or more), the applicant is ready for the next step. In the second step he goes to the clerk of the court and signs and swears to his *petition* for naturalization. He states in this petition [1] that he is not against organized government, [2] that he firmly believes in the principles of our Constitution, and [3] that he intends to give up his membership in the country from which he came to the United States. At the time that this petition is signed, two American citizens who are known to be truthful must swear before the clerk of the court [1] that they know the applicant to have lived continuously (without any long break) in the United States during the last 5 years, [2] that he is a person of good moral character, and [3] that he is attached to the principles of the Constitution of the United States. Before the petition is acted upon by the court, the applicant and his witnesses are asked questions by an examiner of the Immigration and Naturalization Service of the United States Department of Justice. The purpose of this examination is to make sure that the applicant is qualified, according to law, to become a good United States citizen.

The third step is the appearance of the applicant in court. The law states that at least 30 days must pass

after the petition is given to the court clerk before the petitioner (the one asking for citizenship) may appear before the judge for final action on his petition. He is sent a notice stating on what day he must appear in court as naturalization dates are fixed by the judge. The petitioner himself must appear before the judge with his witnesses, unless such witnesses are told by the naturalization examiner that they do not have to come again. If the judge in court is satisfied that the petitioner is well fitted for naturalization, the petitioner takes the oath to give up all foreign allegiance and thereafter to give his allegiance to the United States. The judge then signs the order granting naturalization, and the new citizen is then given a certificate of naturalization. This is the official paper which shows that the applicant is now a citizen of his new nation, the country of his choice.

As a new citizen, the foreign-born person shares with persons born in the United States the rights of American citizenship. By his oath of allegiance to his new country he agrees to take up all the duties of a faithful citizen. The oath he takes is as follows:

#### OATH OF ALLEGIANCE

*I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I take this obligation freely without any mental reservation or purpose of evasion: So help me God. In acknowledgment whereof I have hereunto affixed my signature.*

# Thank God, I'm an American!

WILLARD F. GIVENS

*Executive Secretary, National Education Association  
of the United States*

ALL OF US should turn our thoughts occasionally to that adventurous group of our ancestors who set aside a day each year for Thanksgiving. Anyone who has stood on the windswept coast at Plymouth where the hard black granite of New England yields as slowly to the hoe and the plow as it does to the restless beating of a tireless sea, might well ask why should the Pilgrims have been thankful? On the one side, it was only an arrow's flight to a wilderness filled with savages. On the other, it was three months' sailing to the comforts of civilization. There was hunger to the point of starvation. Yet the humble survivors of both knelt and fervently thanked God. For what? Not for well-filled cupboards and bursting granaries. But for the courage to face temporary adversity, for confidence in the future, for faith in ultimate achievement of the ideals that led them to the New World.

The remembrance of those ragged, hungry colonists devoutly expressing gratitude because their lives had been spared toward the achievement of a bright vision, ought to bring shame to the hearts of present-day prophets of gloom. There is no doubt that many of us labor today under a yoke of hardship. There is unemployment

and injustice and crime and intolerance and bitter disappointment and even hunger in America. The ravage of war abroad have shaken our hopes. Frustrated by their misfortunes some are ready to curse God and let the vision die. They clamor for a "new order," for a new migration to uncharted political shores - to start all over again toward human happiness and freedom under the guidance of ideals radically different from those which inspired our forefathers. Those who take such course of despair would do well to count those blessings already achieved by the American way, and, without relaxing efforts to wipe out the causes of misery and suffering which still oppress us, to hold fast to what has already been gained.

### *American Ideals of Equality*

We have many real advantages for which to be thankful. I thank God I was not born into a caste system that places one human being either above or below any of his fellows. I inherited no aristocratic rank of duke or lord that entitles me to special privilege of any sort; nor was I doomed to serfdom or peasantry by the accident of birth. It was one of the first concepts of American government "that all men are created equal." There may be some in this country who have assumed special privilege, but their right to it may be challenged at any time by anybody.

### *Free Schools Mean Free People*

I thank God for the American schools that made available to me a share in the intellectual and cultural heritage of mankind. Education has checked and will eventually defeat tyranny wherever it manifests itself in this land.



*The National Education Association, Washington, D.C., headquarters  
of the nation's teachers. It is the largest professional organization in  
the world.*

Free schools are the guarantee of a free people; they are the means whereby every individual may prepare himself for whatever achievement and service he is capable. Adequate educational opportunity is now denied millions of youth, it is true, but a fair start in life for every child is an American ideal toward which we have been steadily moving for a century. All the forces of greed and special interest will not prevent the full attainment of this ideal.

### *Freedom of Occupation*

I thank God for American freedom to earn a living in a job I myself selected. No social traditions dictated that I should follow the occupation of my father. No agency of the state told me where or at what I must labor. The option was wholly my own, and I was given abundant opportunity to prepare for the profession of my choice. All of us are aware of the fact that the machine, in combination with economic factors, prevents millions of workmen today from practicing vocations for which they have trained themselves. Yet who can doubt that the inventive genius which created the machine is able to adjust the earnings of human livelihood to its use? Who has reason to believe that the same genius cannot or will not perfect an economic system in which honest toil may win its share of a material abundance that exceeds anything the world has ever known?

### *Freedom of Speech, Assembly, and Press*

I thank God for American rights—for the right to think; to speak; to write and to print what I think; for the right of peaceable assembly to discuss with my fel-

lows the way out of difficulties which harass me as an individual or beset us as a people; for the right to protest and to petition those in authority for the removal of grievances and of obstacles to the happiness and welfare of my family and my neighbors; for the right to subscribe to any creed in which I believe and to worship as seems to me most fitting. I am grateful for the right to uncover truth and to proclaim it, even at the discomfiture of intrenched privilege or in opposition to stoutly defended party doctrine. I am glad to have these rights guaranteed to me in the most sacred instrument of our government—the fundamental law of the land—so they cannot be taken from me by pretext or annulled at the will of some dictator. I count it one of the greatest of blessings that I can exercise these rights without fear of secret police, concentration camps, or exile from my country. I can rest assured that my every act is not under suspicion. There are no spies to tap my telephone wires, to see that my radio is not tuned to forbidden wave lengths, or that I read only the literature which has been approved and prescribed for me by those who consider themselves my superiors.

### *National Ideals*

I am proud to live in a land that discourages discrimination on account of race or color or political antecedents, and supports no pretense that a certain shade of hair or eyes betokens a superman before whom less favored individuals should bend the knee. I count it good fortune to live under a government that exists for me and my fellow citizens, where no one considers that my

only reason for living is to serve a monster called a "totalitarian state."

I thank God that the Stars and Stripes is not a mere battle flag symbolizing military conquest over other nations, but that it signifies every kind of worthy achievement for which men strive. That bright banner unites us in common endeavor against misery and poverty, ignorance and vice, disease and suffering. Our nation's heroes include not only its great soldiers, but its great statesmen, its scientists and teachers, its artists and craftsmen, its poets and preachers and philosophers who have served humanity in its great crises, whether of bread or of the spirit. The millions of children in the nation's classrooms who turn their happy faces toward the flag every morning pledge allegiance to the law and order, to the personal integrity, and to the unselfish service of humanity for which that banner stands.

### *Americanism as a Way of Life*

I thank God that my country is not seeking "a place in the sun"; that it has no imperialistic ambitions; that its boast and pride are not the defeat of other nations or the assimilation of other peoples for its own glory; that it has no "balance of power" to maintain, no buffer states to create, and no protectorates over which to stand guard. We have no duty, real or pretended, to rescue from the clutches of a foreign country our own nationals who for any reason found it more desirable to associate with our neighbors than with ourselves. There is no lost territory to regain and no desire to enhance our flag by giving it more soil over which to wave. The mystic slogan "blood and soil" seems absurd to us. The

essence of Americanism is not territory. It is a way of life. Plains and mountains and valleys are only necessary incidents to its existence. Someone has ventured to suggest that if the American people could by some magic be transferred in a body to some new continent, that new continent would be America; for the essentials of Americanism are in the hearts and minds of the people.

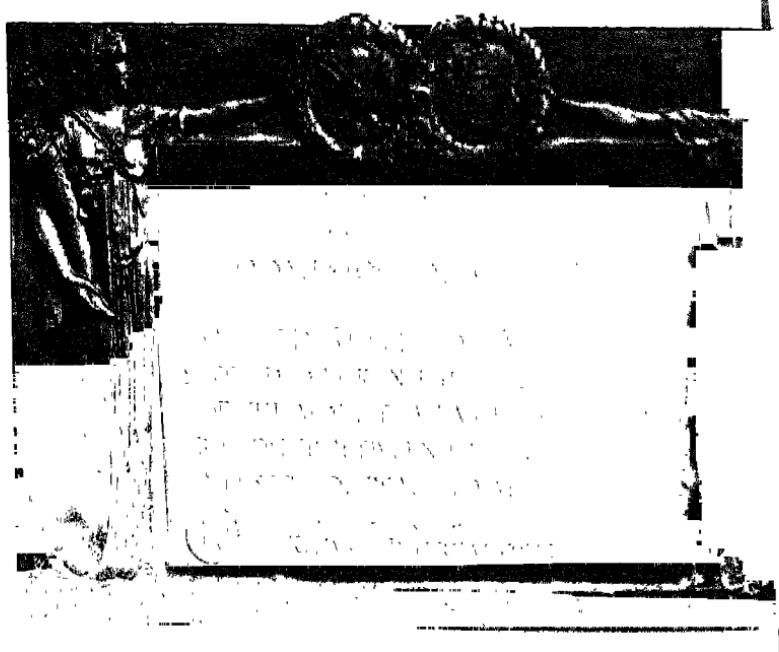
However that may be, I thank God, more than for anything else, that the Pilgrims and their hardy successors elected to come to this continent, putting three thousand miles of Atlantic Ocean between their descendants and the warring nations of the Old World. This morning our youth are in school or at work. Tonight our streets will be brightly lighted. There will be no stumbling thru darkness, at the sound of a siren, to bombproof shelters. Our children have not been transported to safety schools far from their homes. Our art treasures are on exhibit in our museums and public places, and not hidden in deep vaults. We eat without ration cards. Our whole lives are not beset with fear and uncertainty regarding either the outcome or the purpose of any war that menaces our existence.

### *Human Rights Still Sacred*

And so, I thank God I'm an American. *All* may not be *right* with America. There is still with us some of the social injustice and inequality to the removal of which we dedicated ourselves as a young nation. But the fundamental human rights which are the essence of Americanism are still held sacred by our people and by our responsible leaders. We have all and much more than the Pilgrim fathers expected to secure for their posterity

in the New World. And as we memorialize their first Thanksgiving, so devoutly offered because they had escaped the religious bigotry and international jealousies of the Old World, every one of us can say with even more meaning and fervor than the Pilgrims said, "Thank God, I'm an American."

[Available as *NEA Personal Growth Leaflet 17*. For further information about the Leaflets, see page 58 of the Handbook.]



*Kiwanis International has erected 17 Boundary Peace Tablets along the United States-Canadian border to express the friendly relations which have existed between the two nations for over a century.*

# The Code of the Good American

*The Code of the Good American, prepared by William J. Hutchins, was awarded first place and a prize of \$5000 in a national competition conducted in 1916 by the Character Education Institution of Washington, D. C.*

CITIZENS who are good Americans try to become strong and useful, worthy of their nation, that our country may become ever greater and better. Therefore, they obey the laws of right living which the best Americans have always obeyed.

## [1] *The Law of Selfcontrol*

*The Good American Controls Himself.* Those who best control themselves can best serve their country.

I will control my *tongue*, and will not allow it to speak mean, vulgar, or profane words. I will think before I speak. I will tell the truth and nothing but the truth.

I will control my *temper*, and will not get angry when people or things displease me. Even when indignant against wrong and contradicting falsehood, I will keep my selfcontrol.

I will control my *thoughts*, and will not allow a foolish wish to spoil a wise purpose.

I will control my *actions*. I will be careful and thrifty, and insist on doing right.

I will not ridicule nor defile the character of another. I will keep my selfrespect, and help others to keep theirs.

### [2] *The Law of Good Health*

*The Good American Tries to Gain and Keep Good Health.* The welfare of our country depends upon the health of the people who are physically fit for their daily work. Therefore:

I will try to take such food, sleep, and exercise as will keep me always in good health.

I will keep my clothes, my body, and my mind clean.

I will avoid those habits which would harm me, and will make and never break those habits which will help me.

I will protect the health of others, and guard the safety as well as my own.

I will grow strong and skilful.

### [3] *The Law of Kindness*

*The Good American Is Kind.* In America those who are different must live in the same communities. We are of many different sorts, but we are one great people. Every unkindness hurts the common life; every kindness helps. Therefore:

I will be kind in all my thoughts. I will bear no spite or grudges. I will never despise anybody.

I will be kind in all my speech. I will never gossip nor will I speak unkindly of anyone. Words may wound and heal.

I will be kind in my acts. I will not selfishly insist on having my own way. I will be polite: rude people are not good Americans. I will not make unnecessary trouble for those who work for me, nor forget to be grateful. I will



*Lincoln Highschool on the shores of Lake Michigan, at Manitowoc, Wisconsin,  
scene of the annual Citizenship Recognition Day ceremonies.*

be careful of other people's things. I will do my best to prevent cruelty, and will give help to those in need.

#### [4] *The Law of Sportsmanship*

*The Good American Plays Fair.* Clean play increases and trains one's strength and courage, and helps one to be more useful to one's country. Sportsmanship helps one to be a gentleman, a lady. Therefore:

I will not cheat, nor will I play for keeps or for money. If I should not play fair, the loser would lose the fun of the game, the winner would lose his selfrespect, and the game itself would become a mean and often cruel business.

I will treat my opponents with courtesy, and trust them if they deserve it. I will be friendly.

If I play in a group game, I will play not for my own glory, but for the success of my team and the fun of the game.

I will be a good loser or a generous winner.

And in my work as well as in my play, I will be sportsmanlike—generous, fair, honorable.

#### [5] *The Law of Selfreliance*

*The Good American Is Selfreliant.* Selfconceit is silly, but selfreliance is necessary to citizens who would be strong and useful.

I will gladly listen to the advice of older and wiser people; I will reverence the wishes of those who love and care for me, and who know life and me better than I. I will develop independence and wisdom to think for myself, choose for myself, act for myself, according to what seems right and fair and wise.

I will not be afraid of being laughed at when I am right. I will not be afraid of doing right when the crowd does wrong.

When in danger, trouble, or pain, I will be brave. A coward does not make a good American.

### [6] *The Law of Duty*

*The Good American Does His Duty.* The shirker and the willing idler live upon others, and burden fellow-citizens with work unfairly. They do not do their share, for their country's good.

I will try to find out what my duty is as a good American, and my duty I will do, whether it is easy or hard. What it is my duty to do I can do.

### [7] *The Law of Reliability*

*The Good American Is Reliable.* Our country grows great and good as her citizens are able more fully to trust each other. Therefore:

I will be honest, in word and in act. I will not lie, sneak, or pretend.

I will not do wrong in the hope of not being found out. I cannot hide the truth from myself and cannot often hide it from others. Nor will I injure the property of others.

I will not take without permission what does not belong to me. A thief is a menace to me and others.

I will do promptly what I have promised to do. If I have made a foolish promise, I will at once confess my mistake, and I will try to make good any harm which my mistake may have caused. I will so speak and act that people will find it easier to trust each other.

### [8] *The Law of Truth*

*The Good American Is True.* I will be slow to believe suspicions lest I do injustice; I will avoid hasty opinions lest I be mistaken as to facts.

I will stand by the truth regardless of my likes and dislikes, and scorn the temptation to lie for myself or friends; nor will I keep the truth from those who have a right to it.

I will hunt for proof, and be accurate as to what I see and hear; I will learn to think, that I may discover new truth.

### [9] *The Law of Good Workmanship*

*The Good American Tries To Do the Right Thing in the Right Way.* The welfare of our country depends upon those who have learned to do in the right way the work that makes civilization possible. Therefore:

I will get the best possible education, and learn all that I can as a preparation for the time when I am grown up and at my life work. I will invent and make things better if I can.

I will take real interest in work, and will not be satisfied to do slipshod, lazy, and merely passable work. I will form the habit of good work and keep alert; mistakes and blunders cause hardships, sometimes disaster, and spoil success.

I will make the right thing in the right way to give it value and beauty, even when no one else sees or praises me. But when I have done my best, I will not envy those who have done better, or have received larger reward. Envy spoils the work and the worker.

### [10] *The Law of Teamwork*

*The Good American Works in Friendly Cooperation with Fellow-Workers.* One alone could not build a city or a great railroad. One alone would find it hard to build a bridge. That I may have bread, people have made plows and threshers, have built mills and mined coal, made stoves and kept stores. As we learn better how to work together, the welfare of our country is advanced.

In whatever work I do with others, I will do my part and encourage others to do their part, promptly, quickly.

I will help to keep in order the things which we use in our work. When things are out of place, they are often in the way, and sometimes they are hard to find.

In all my work with others, I will be cheerful. Cheerlessness depresses all the workers and injures all the work.

When I have received money for my work, I will be neither a miser nor a spendthrift. I will save or spend as one of the friendly workers of America.

### [11] *The Law of Loyalty*

*The Good American Is Loyal.* If our America is to become ever greater and better, her citizens must be loyal, devotedly faithful, in every relation of life; full of courage and regardful of their honor.

I will be loyal to my family. In loyalty I will gladly obey my parents or those who are in their place, and show them gratitude. I will do my best to help each member of my family to strength and usefulness.

I will be loyal to my school. In loyalty I will obey and help other pupils to obey those rules which further the good of all.

I will be loyal to my town, my state, my country. In loyalty I will respect and help others to respect their laws and their courts of justice.

I will be loyal to humanity and civilization. In loyalty I will do my best to help the friendly relations of our country with every other country, and to give to everyone in every land the best possible chance. I will seek truth and wisdom; I will work, and achieve if I can, some good for the civilization into which I have been born.

If I try simply to be loyal to my family, I may be disloyal to my school. If I try simply to be loyal to my school, I may be disloyal to my town, my state, and my country. If I try simply to be loyal to my town, state and country, I may be disloyal to humanity. I will try above all things else to be loyal to humanity; then I shall surely be loyal to my country, my state, and my town, to my school and to my family. And this loyalty to humanity will keep me faithful to civilization.

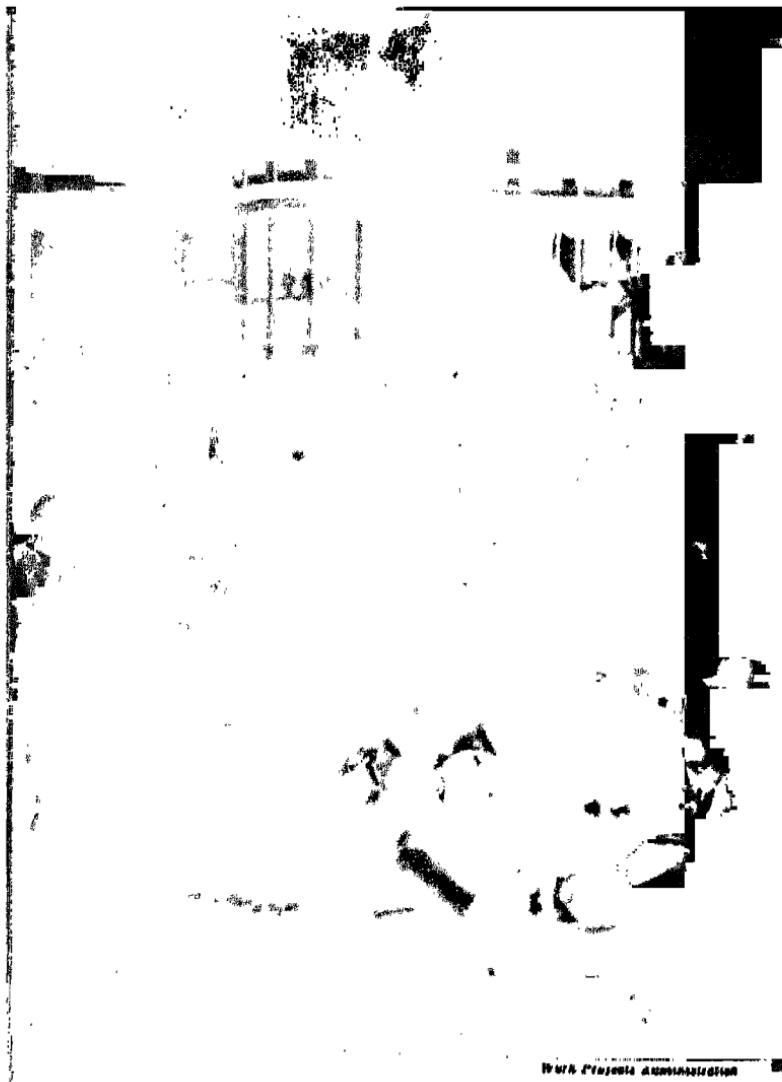
*He who obeys the law of loyalty obeys all of the other ten laws of the Good American.*

[This Code is available for distribution to new-voter and other groups as *Person Growth Leaflet 62*. These Leaflets are published by the National Education Association, Washington, D. C., for one cent per copy, no order accepted for less than 25 cents. Cash must accompany orders for \$1 or less, carriage charges will be prepaid on cash orders, but orders not accompanied by cash will be billed with carriage charges included.]

## PART II

# Patriotic Selections, Poetry, and Song

THE LOVE OF COUNTRY finds its highest expression in poetry and song. Our poems and songs of America came from deep patriotic feeling and are useful in keeping alive the devotion and purpose of the nation's founders. The practice of reading poetry aloud in the home and of enjoying these songs together in the family circle is to be encouraged. Readers of this volume are invited to suggest other poems and songs which they would like to see included in future editions.



WHITE HOUSE EASTER EGG-ROLL

Once a year, the south grounds of the White House, home of the President in Washington, D. C., are open for the Easter egg-rolling, when the Marine Band plays and the President and First Lady appear and greet the children.

# Love of Country

## THE AMERICAN'S CREED

I BELIEVE in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.—Written by *William Tyler Page*, Clerk of the House of Representatives, in 1917; accepted by the House on behalf of the American people April 3, 1918.

## AMERICA FIRST

Not merely in matters material, but in things of the spirit.

Not merely in science, inventions, motors, and skyscrapers, but also in ideals, principles, character.

Not merely in the calm assertion of rights, but in the glad assumption of duties.

Not flaunting her strength as a giant, but bending in helpfulness over a sick and wounded world like a Good Samaritan.

Not in splendid isolation, but in courageous cooperation.

Not in pride, arrogance, and disdain of other races and peoples, but in sympathy, love, and understanding.

Not in treading again the old, worn, bloody pathway which ends inevitably in chaos and disaster, but in blazing *a new trail*, along which, please God, *other nations will follow*, into the new Jerusalem where war shall be no more.

Some day some nation must take that path—unless we are to lapse once again into utter barbarism—and that honor I covet for my beloved America.

And so, in that spirit and with these hopes, I say with all my heart and soul, "AMERICA FIRST."

—Bishop G. Ashton Oldham.

#### OATH OF THE AMERICAN BOY SCOUT

ON MY HONOR I will do my best—(1) To do my duty to God and my country, and to obey the Scout Law. (2) To help other people at all times. (3) To keep myself physically strong, mentally awake, and morally straight.

#### THE SCOUT LAW

- [1] A Scout is trustworthy
- [2] A Scout is loyal
- [3] A Scout is helpful
- [4] A Scout is friendly
- [5] A Scout is courteous
- [6] A Scout is kind
- [7] A Scout is obedient
- [8] A Scout is cheerful
- [9] A Scout is thrifty
- [10] A Scout is brave
- [11] A Scout is clean
- [12] A Scout is reverent

**OATH OF THE ATHENIAN YOUNG MAN**

WE WILL never bring disgrace to this our city, by any act of dishonesty or cowardice; we will fight for our ideals and sacred things of the city, both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us; we will strive unceasingly to quicken the public's sense of civic duty; and thus in all these ways we will strive to transmit this city not only not less but greater, better, and more beautiful than it was transmitted to us.

**FUTURE FARMERS OF AMERICA CREED**

I BELIEVE in the future of farming, with a faith born not of words but of deeds—achievements won by the present and past generations of farmers; in the promise of better days thru better ways, even as the better things we now enjoy have come up to us from the struggles of former years.

I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of organized farmers to serve our own and the public interest in marketing the product of our toil. I believe we can safeguard those rights against practices and policies that are unfair.

I believe in less dependence on begging and more power

in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

#### FUTURE TEACHERS OF AMERICA PLEDGE

##### THE GOOD TEACHER REQUIRES:

*Physical vitality.* I will try to keep my body well and strong.

*Mental vigor.* I will study daily to keep my mind active and alert.

*Moral discrimination.* I will seek to know the right and to live by it.

*Wholesome personality.* I will cultivate in myself goodwill, friendliness, poise, upright bearing, and careful speech.

*Helpfulness.* I will learn the art of helping others by doing helpful things daily in school and home.

*Knowledge.* I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions.

*Leadership.* I will make my influence count on the side of right, avoiding habits that weaken and destroy.

*These Things Will I Do Now that I May Be Worthy  
the High Office of Teacher.*

### THE COUNTRY BOY'S CREED

I BELIEVE that the Country which God made is more beautiful than the City which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city, that life is larger and freer and happier on the farm than in town, that my success depends not upon my location, but upon myself—not upon my dreams, but upon what I actually do, not upon luck, but upon pluck. I believe in working when you work and in playing when you play and in giving and demanding a square deal in every act of life.

—*Edwin Osgood Grinner.*

### A COUNTRY GIRL'S CREED

I AM GLAD I live in the country. I love its beauty and its spirit. I rejoice in the things I can do as a country girl for my home and my neighborhood.

I believe I can share in the beauty around me—in the fragrance of the orchards in spring, in the weight of the ripe wheat at harvest, in the morning song of birds, and in the glow of the sunset on the far horizon. I want to express this beauty in my own life as naturally and happily as the wild rose blooms by the roadside.

I believe I can have a part in the courageous spirit of the country. This spirit has entered into the brook in our pasture. The stones placed in its way call forth its

strength and add to its strength a song. It swells in the tender plants as they burst the seed cases that imprison them and push thru the dark earth to the light. It sounds in the nesting notes of the meadowlark. With this courageous spirit I, too, can face the hard things of life with gladness.

I believe there is much I can do in my country home. Thru studying the best way to do my everyday work I find joy in common tasks done well. Thru loving comradeship I can help bring into my home the happiness and peace that are always so near us in God's out-of-door world. Thru such a hope I can help make real to all who pass that way their highest ideal of country life.

I believe my love and loyalty for my country home should reach out in service to that larger home that we call our neighborhood. I would join with people who live there in true friendliness. I would wholcheartedly give my best to further all that is being done for a better community. I would have all that I think and say and do help to unite country people near and far in the great Kingdom of Love for Neighbors.

—*Jessie Field.*

YOU AND I are America. Unless we change, America will not change. Unless we are willing to experiment boldly with the application of absolute honesty, absolute purity, absolute unselfishness, and absolute love in our lives and in our relationships and responsibilities, America, the land of the free, may lose her freedom because she no longer has the moral and spiritual values to maintain it.—*J. Herbert Smith.*



*Mount Vernon Capital Committee*

*Mount Vernon, home of George Washington on the Potomac River, 15 miles from Washington, has universal appeal as an American shrine. Restored by the Mount Vernon Ladies' Association, it recaptures the leisurely charm and stately decorum of the eighteenth-century estate of the great patriot-farmer.*

#### DEAR LAND OF ALL MY LOVE

Long as thine Art shall love true love,  
Long as thy Science truth shall know,  
Long as thine Eagle harms no Dove,  
Long as thy Law by law shall grow,  
Long as thy God is God above,  
Thy brother every man below,  
So long, dear Land of all my love,  
Thy name shall shine, thy fame shall glow!

—*Sidney Lanier,*

## MY NATIVE LAND

Breathes there the man with soul so dead  
 Who never to himself hath said:  
     This is my own, my native land?  
 Whose heart hath ne'er within him burned  
 As home his footsteps he hath turned,  
     From wandering on a foreign strand?  
 If such there breathe, go, mark him well!  
 For him no minstrel raptures swell;  
 High tho his titles, proud his name,  
 Boundless his wealth as wish can claim,  
 Despite those titles, power, and pelf,  
 The wretch concentrated all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

—Sir Walter Scott.

## THE SHIP OF DEMOCRACY

Sail, sail thy best, ship of Democracy!  
 Of value is thy freight, 'tis not the Present only,  
 The Past is also stored in thee;  
 Thou holdest not the venture of thyself alone, not of the western  
     continent alone,  
 Earth's résumé entire floats on thy keel, O ship, is steadied by  
     thy spars,  
 With thee Time voyages in trust, the antecedent nations sink or  
     swim with thee,  
 With all their ancient struggles, martyrs, heroes, epics, wars, thou  
     bear'st the other continents,  
 Theirs, theirs as much as thine, the destination—port triumphant;  
 Steer then with good strong hand and wary eye, O helmsman, thou  
     carriest great companions,  
 Venerable priestly Asia sails this day with thee,  
 And royal feudal Europe sails with thee. —Walt Whitman.

## THE AMERICAN SCHOOL.

THE NEXT TIME you pass a school pause a moment to think what that school means to humanity. Recall the long dark centuries when the masses were kept in ignorance—when greed and oppression ruled the world with an iron hand. From the very beginning of man's struggle for knowledge, selfrespect, and the recognition of his inalienable rights, the school has been his greatest ally. We refer to the school as "common" because it belongs to us all; it is ourselves working together in the education of our children. But it is a most uncommon institution. It is relatively new. It is democracy's greatest gift to civilization. Thruout the world, among upward struggling peoples, wherever parents share in the aspirations of their children, the American common school is being copied. Let us cherish and improve our schools.—*Elmer Morgan.*

## REVERENCE FOR LAW

LET REVERENCE for the laws be breathed by every American mother to the lisping babe that prattles on her lap; let it be taught in schools, in seminaries, and in colleges; let it be written in primers, spelling-books, and in almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the nation; and let the old and the young, the rich and the poor, the grave and the gay of all sexes and tongues and colors and conditions, sacrifice unceasingly upon its altars.—*Abraham Lincoln.*

## THE SHIP OF STATE

Thou, too, sail on, O Ship of State!  
 Sail on, O Union, strong and great!  
 Humanity with all its fears,  
 With all the hopes of future years,  
 Is hanging breathless on thy fate!  
 We know what Master laid thy keel,  
 What Workmen wrought thy ribs of steel,  
 Who made each mast, and sail, and rope,  
 What anvils rang, what hammers beat,  
 In what a forge and what a heat  
 Were shaped the anchors of thy hope!  
 Fear not each sudden sound and shock,  
 'Tis of the wave and not the rock;  
 'Tis but the flapping of the sail,  
 And not a rent made by the gale!  
 In spite of rock and tempest's roar,  
 In spite of false lights on the shore,  
 Sail on, nor fear to breast the seal  
 Our hearts, our hopes, are all with thee,  
 Our hearts, our hopes, our prayers, our tears,  
 Our faith triumphant o'er our fears,  
 Are all with thee—are all with thee!

—*Henry Wadsworth Longfellow.*

## CREDO

I believe  
 That there are greater things in life  
 Than life itself;  
 I believe  
 In climbing upward  
 Even when the spent and broken thing  
 I call my body  
 Cries "Halt!"  
 I believe  
 To the last breath  
 In the truths  
 Which God permits me to see.

I believe  
In fighting for them;  
In drawing,  
If need be,  
Not the bloody sword of man  
Brutal with conquest  
And drunk with power,  
But the white sword of God,  
Flaming with His truth  
And healing while it slays.

I believe  
In my country and her destiny,  
In the great dream of her founders,  
In her place among the nations,  
In her ideals;  
I believe  
That her democracy must be protected,  
Her privileges cherished,  
Her freedom defended.  
I believe  
That, humbly before the Almighty,  
But proudly before all mankind,  
We must safeguard her standard,  
The vision of her Washington,  
The martyrdom of her Lincoln,  
With the patriotic ardor  
Of the minute men  
And the boys in blue  
Of her glorious past.  
I believe  
In loyalty to my country  
Utter, irrevocable, inviolate.

Thou, in whose sight  
A thousand years are but as yesterday  
And as a watch in the night,  
Help me  
In my frailty  
To make real  
What I believe.

—*Elias Lieberman.*

## WHAT CONSTITUTES A STATE?

What constitutes a State?  
 Not high-raised battlement or labored mound,  
 Thick wall or moated gate;  
 Not cities proud with spires and turrets crowned;  
 Not bays and broad-armed ports,  
 Where, laughing at the storm, rich navies ride;  
 Not starred and spangled courts,  
 Where low-browed baseness wafts perfume to pride.  
 No:—Men! high-minded men  
 With powers as far above dull brutes endue  
 In forests, brake, or den,  
 As beasts excel cold rocks and brambles rude—  
 Men who their duties know,  
 But know their rights, and knowing, dare maintain,  
 Prevent the long-aimed blow,  
 And crush the tyrant while they rend the chain:  
 These constitute a State. . . .

—*William Jones.*

## GOD GIVE US MEN

God give us men! A time like this demands  
 Strong minds, great hearts, true faith, and ready hands,  
 Men whom the lust of office does not kill;  
 Men whom the spoils of office cannot buy;  
 Men who possess opinions and a will;  
 Men who have honor; men who will not lie;  
 Men who can stand before a demagogue  
 And damn his treacherous flatteries without winking;  
 Tall men, sun-crowned, who live above the fog  
 In public duty and in private thinking;  
 For while the rabble with their thumb-worn creeds;  
 Their large profession and their little deeds  
 Mingle in selfish strife, lo! Freedom weeps,  
 Wrong rules the land, and waiting Justice sleeps.

—*Josiah Gilbert Holland.*



*Virginia Department of Conservation*

*Monticello, mountaintop home of Thomas Jefferson, is near Charlottesville, Virginia, where is located the University of Virginia which Jefferson founded. At Monticello are many of the third President's unique inventions.*

### AMERICA, I LOVE YOU!

Proudly I salute the flag of these United States of America, and treasure the ideals for which it stands: Liberty and justice for all. Gladly I respond to every call for loyalty to the American way of life, in thought and deed; to make our country strong, and to keep our country united. Willingly would I give all that I am, and all that I have, by the grace of God, to preserve our precious America for ourselves; and to transmit it ever more glorious, for our children to enjoy, pure and untainted, in the way our Fathers have bequeathed it to us. AMERICA, I LOVE YOU!

—Aaron Metcik.

### AMERICA FOR ME

'Tis fine to see the Old World, and travel up and down  
Among the famous palaces and cities of renown,  
To admire the crumbly castles and the statues of the kings—  
But now I think I've had enough of antiquated things.

*So it's home again, and home again, America for me!  
My heart is turning home again, and there I long to be,  
In the land of youth and freedom beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.*

Oh, London is a man's town, there's power in the air;  
And Paris is a woman's town, with flowers in her hair;  
And it's sweet to dream in Venice, and it's great to study Rome;  
But when it comes to living, there is no place like home.

I like the German fir-woods, in green battalions drilled;  
I like the gardens of Versailles with flashing fountains filled;  
But oh, to take your hand, my dear, and ramble for a day  
In the friendly western woodland where Nature has her way!

I know that Europe's wonderful, yet something seems to lack:  
The Past is too much with her, and the people looking back.  
But the glory of the Present is to make the Future free—  
We love our land for what she is and what she is to be.

*Oh, it's home again, and home again, America for me!  
I want a ship that's westward bound to plow the rolling sea,  
To the blessed Land of Room Enough beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.*

—Henry van Dyke.

**THE LAND WHERE HATE SHOULD DIE**

This is the land where hate should die—

No feuds of faith, no spleen of race,

No darkly brooding fear should try

Beneath our flag to find a place.

Lo! every people here has sent

Its sons to answer freedom's call;

Their lifeblood is the strong cement

That builds and binds the nation's wall.

This is the land where hate should die...

Tho dear to me my faith and shrine,

I serve my country well when I

Respect beliefs that are not mine.

He little loves his land who'd cast

Upon his neighbor's word a doubt,

Or cite the wrongs of ages past

From present rights to bar him out.

This is the land where hate should die ...

This is the land where strife should cease,  
Where foul, suspicious fear should fly

Before our flag of light and peace.

Then let us purge from poisoned thought

That service to the State we give,

And so be worthy as we ought

Of this great land in which we live!

—Dennis A. McCarthy.

Lord, let war's tempests cease,

Fold the whole world in peace

Under Thy wings.

Make all the nations one,

All hearts beneath the sun,

Till Thou shalt reign alone,

Great King of Kings.

—Henry Wadsworth Longfellow.

**WHAT DOES IT MEAN TO BE AMERICAN?**

What does it mean? I look across the years . . .  
I see them come, but thru a mist of tears,  
Our gallant forebears, full of hopes and fears.

I see them leave behind for conscience' sake,  
The homes they loved, the ties so hard to break,  
Their questing, wondering, westward way to take.

I see them face and fight the wilderness,  
Undaunted by its dangers, its duress,  
And from its wildness, wrest and win success.

I see them take their living from the soil,  
The men and women joined in homely toil—  
Where they then planted, now our heart-roots coil.

I see them build their homes, their house of prayer,  
And when its bell rings out upon the air,  
I see them kneel in simple worship there.

I hear the drums of war's alarum beat,  
I see them seize their arms, rise to their feet  
Their enemies—and liberty's—to meet.

I see them face and conquer every foe,  
I see their cities rise, a nation grow,  
To whose broad breast earth's eager pilgrims go.

To be American is to be one  
In whom these brave inheritances run,  
A worthy daughter, or a noble son. . . .

—*Roselle Mercier Montgomery.*

### THE BETTER WAY

Who serves his country best?  
Not he who, for a brief and stormy space,  
Leads forth her armies to the fierce affray,  
Short is the time of turmoil and unrest,  
Long years of peace succeed it and replace:

There is a better way.

Who serves his country best?  
Not he who guides her senates in debate,  
And makes the laws which are her prop and stay;  
Not he who wears the poet's purple vest  
And sings her songs of love and grief and fate:

There is a better way.

He serves his country best  
Who joins the tide that lifts her nobly on;  
For speech has myriad tongues for every day,  
And song but one; and law within the breast  
Is stronger than graven law on stone:

This is a better way.

He serves his country best  
Who lives pure life, and doeth righteous deed,  
And walks straight paths, however others stray,  
And leaves his sons as uttermost bequest  
A stainless record which all men may read:

This is the better way.

No drop but serves the slowly lifting tide,  
No dew but has an errand to some flower,  
No smallest star but sheds some helpful ray,  
And man by man, each giving to all the rest,  
Makes the firm bulwark of the country's power:

There is no better way.

—*Susan Cambridge*.

## THE POOR VOTER ON ELECTION DAY

The proudest now is but my peer,  
 The highest not more high;  
 Today, of all the weary year,  
 A king of men am I.  
 Today, alike are great and small,  
 The nameless and the known;  
 My palace is the people's hall,  
 The ballot box my throne!

Who serves today upon the list  
 Beside the served shall stand;  
 Alike the brown and wrinkled fist,  
 The gloved and dainty hand!  
 The rich is level with the poor,  
 The weak is strong today;  
 And sleekest broadcloth counts no more  
 Than homespun frock of gray.

Today let pomp and vain pretence  
 My stubborn right abide;  
 I set a plain man's common sense  
 Against the pedant's pride.  
 Today shall simple manhood try  
 The strength of gold and land;  
 The wide world has not wealth to buy  
 The power in my right hand!

While there's a grief to seek redress,  
 Or balance to adjust,  
 Where weighs our living manhood less  
 Than Mammon's vilest dust—  
 While there's a right to need my vote,  
 A wrong to sweep away,  
 Up! clouted knee and ragged coat!  
 A man's a man today!

—John Greenleaf Whittier.

### THE BALLOT

A weapon that comes down as still  
As snowflakes fall upon the sod;  
But executes a freeman's will,  
As lightning does the will of God.

—*John Pierpont.*

### THE AMERICAN WAY

Hold high the flaming torch of freedom's holy light  
That sheds its gleaming rays thruout our native land;  
Undimmed it spreads afar—a thrilling, glorious sight—  
Triumphant still, its beams from out the darkness stand.

Ring out the bells that once proclaimed the nation's birth,  
Unmuzzled let them strike the air in wild delight—  
Majestic peals that sound their clang thruout the earth—  
Ring out the bells of freedom thru the gloomy night.

Unfurl the flag—fling out that symbol of our pride,  
Its emblematic stars and stripes in triumph wave.  
The flag of freedom, bought by blood, will still abide  
While loyal hearts remember what our fathers gave.

Rise up in might—reject the soft and easy way;  
Our glorious heritage with might and main defend;  
Strike down the hand that would our liberty betray—  
For hard-won human rights must free men now contend.

O God of Right, make all our hearts to thrill anew  
With ardor for the way of life our fathers won.  
With passion for democracy our lives imbue,  
For Right makes Might—to this event the ages run.

—*Charles G. Reigner.*

### OUR FAITH IN EDUCATION

THE GOOD EDUCATION of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths.—*Benjamin Franklin.*

PROMOTE, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—*George Washington.*

THE WHOLE PEOPLE must take upon themselves the education of the whole people and be willing to bear the expense of it.—*John Adams.*

IF A NATION expects to be ignorant and free in a state of civilization, it expects what never was and never will be.—*Thomas Jefferson.*

A POPULAR GOVERNMENT without popular information or the means of acquiring it is but the prolog to a farce or a tragedy, or perhaps both.—*James Madison.*

IN OUR COUNTRY, and in our times, no man is worthy the honored name of statesman, who does not include the highest practicable education of the people in all his plans of administration.—*Horace Mann.*

WITHOUT POPULAR EDUCATION no government which rests on popular action can long endure; the people must be schooled in the knowledge and if possible in the virtues upon which the maintenance and success of free institutions depend.—*Woodrow Wilson.*

WE HAVE FAITH in education as the foundation of democratic government.—*Franklin Delano Roosevelt.*

# *Historical Selections*

## **COLUMBUS**

Behind him lay the gray Azores,  
Behind the Gates of Hercules;  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said: "Now must we pray,  
For lo! the very stars are gone.  
Brave Admiral, speak, what shall I say?"  
"Why, say, 'Sail on! sail on! and on!'"

"My men grow mutinous day by day;  
My men grow ghastly wan and weak."  
The stout mate thought of home; a spray  
Of salt wave washed his swarthy cheek.  
"What shall I say, brave Admiral, say,  
If we sight naught but seas at dawn?"  
"Why, you shall say at break of day,  
'Sail on! sail on! sail on! and on!'"

They sailed and sailed, as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget their way,  
For God from these dread seas is gone.  
Now speak, brave Admiral, speak and say"—  
He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:  
"This mad sea shows his teeth tonight.  
He curls his lip, he lies in wait,

He lifts his teeth, as if to bite!  
 Brave Admiral, say but one good word:  
     What shall we do when hope is gone?"  
 The words leapt like a leaping sword:  
     "Sail on! sail on! sail on! and on!"

Then, pale and worn, he paced his deck,  
     And peered thru darkness. Ah, that night  
 Of all dark nights! And then a speck—  
     A light! a light! at last a light!  
 It grew, a starlit flag unfurled!  
     It grew to be Time's burst of dawn.  
 He gained a world; he gave that world  
     Its grandest lesson: "On! sail on!"

—*Joaquin Miller.*

LANDING OF THE PILGRIM FATHERS  
*November 1620*

The breaking waves dashed high  
     On a stern and rock-bound coast,  
 And the woods, against a stormy sky,  
     Their giant branches tossed;  
  
 And the heavy night hung dark  
     The hills and waters o'er,  
 When a band of exiles moored their bark  
     On the wild New England shore.

Not as the conqueror comes,  
     They, the true-hearted, came:  
 Not with the roll of the stirring drums,  
     And the trumpet that sings of fame;

Not as the flying come,  
     In silence and in fear—  
 They shook the depths of the desert's gloom  
     With their hymns of lofty cheer.

Amidst the storm they sang,  
And the stars heard, and the sea;  
And the sounding aisles of the dim woods rang  
To the anthem of the free!

The ocean eagle soared  
From his nest by the white wave's foam,  
And the rocking pines of the forest roared:  
This was their welcome home!

There were men with hoary hair  
Amidst that pilgrim band;  
Why had they come to wither there,  
Away from their childhood's land?

There was woman's fearless eye,  
Lit by her deep love's truth;  
There was manhood's brow, serenely high,  
And the fiery heart of youth.

What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas, the spoils of war?—  
They sought a faith's pure shrine!

Aye, call it holy ground,  
The soil where first they trod!  
They have left unstained what there they found—  
Freedom to worship God!

—*Felicia Dorothea Hemans.*

## THE WAR INEVITABLE, MARCH 1775

THEY TELL US, Sir, that we are weak—unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength by irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs, and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot? Sir, we are not weak, if we make a proper use of those means which the God of nature hath placed in our power.

Three millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, Sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, Sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, Sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! their clanking may be heard on the plains of Boston! The war is inevitable—and let it come! I repeat, Sir, let it come!

It is in vain, Sir, to extenuate the matter. Gentlemen may cry, Peace, Peace!—but there is no peace. The war is actually begun! The next gale that sweeps from the North will bring to our ears the clash of resounding

arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

*Patrick Henry.*

### CONCORD HYMN

*Sung at the Completion of the Battle Monument, April 19, 1836*

By the rude bridge that arched the flood,  
Their flag to April's breeze unfurled,  
Here once the embattled farmers stood,  
And fired the shot heard round the world.

The foe long since in silence slept;  
Alike the conqueror silent sleeps;  
And Time the ruined bridge has swept  
Down the dark stream which seaward creeps.

On this green bank, by this soft stream,  
We set today a votive stone;  
That memory may their deed redeem,  
When, like our sires, our sons are gone.

Spirit, that made those heroes dare  
To die, and leave their children free,  
Bid Time and Nature gently spare  
The shaft we raise to them and thee.

—*Ralph Waldo Emerson.*



O. O. Buckingham Co.

*Arlington House, its pillars gleaming among somber trees in Arlington Cemetery, Virginia, was the home of Robert E. Lee, Confederate leader. During the Civil War, the family was forced to flee from the home; the grounds became a soldiers' cemetery; and later the United States acquired the property and restored it as a national shrine.*

#### ROBERT E. LEE

A gallant foeman in the fight,  
A brother when the fight was o'er,  
The hand that led the host with might  
The blessed torch of learning bore.

No shriek of shells nor roll of drums,  
No challenge fierce, resounding far,  
When reconciling Wisdom comes  
To heal the cruel wounds of war.

Thought may the minds of men divide,  
Love makes the heart of nations one,  
And so, thy soldier grave beside,  
We honor thee, Virginia's son.

—Julia Ward Howe.

### OLD IRONSIDES

Aye, tear her tattered ensign down!  
Long has it waved on high,  
And many an eye has danced to see  
That banner in the sky;  
Beneath it rung the battle shout,  
And burst the cannon's roar;—  
The meteor of the ocean air  
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,  
Where knelt the vanquished foe,  
When winds were hurrying o'er the flood,  
And waves were white below,  
No more shall feel the victor's tread,  
Or know the conquered knee;—  
The harpies of the shore shall pluck  
The eagle of the sea!

Oh, better that her shattered hulk  
Should sink beneath the wave;  
Her thunders shook the mighty deep,  
And there should be her grave;  
Nail to the mast her holy flag,  
Set every threadbare sail,  
And give her to the God of storms,  
The lightning and the gale!

—*Oliver Wendell Holmes,*

## LINCOLN, THE MAN OF THE PEOPLE

When the Norn Mother saw the Whirlwind Hour  
Greatening and darkening as it hurried on,  
She left the Heaven of Heroes and came down  
To make a man to meet the mortal need.  
She took the tried clay of the common road—  
Clay warm yet with the genial heat of Earth,  
Dashed thru it all a strain of prophecy;  
Tempered the heap with thrill of human tears;  
Then mixt a laughter with the serious stut.  
Into the shape she breathed a flame to light  
That tender, tragic, ever-changing face;  
And laid on him a sense of the Mystic Powers,  
Moving—all husht—behind the mortal veil.  
Here was a man to hold against the world,  
A man to match the mountains and the sea.

The color of the ground was in him, the red earth;  
The smack and tang of elemental things;  
The rectitude and patience of the cliff;  
The good-will of the rain that loves all leaves;  
The friendly welcome of the wayside well;  
The courage of the bird that dares the sea;  
The gladness of the wind that shakes the corn;  
The pity of the snow that hides all scars;  
The secrecy of streams that make their way  
Under the mountain to the rifted rock;  
The tolerance and equity of light  
That gives as freely to the shrinking flower  
As to the great oak flaring to the wind—  
To the grave's low hill as to the Matterhorn  
That shoulders out the sky. Sprung from the West,  
He drank the valorous youth of a new world.  
The strength of virgin forests braced his mind,  
The hush of spacious prairies stilled his soul.  
His words were oaks in acorns; and his thoughts  
Were roots that firmly gript the granite truth.

Up from log cabin to the Capitol,  
One fire was on his spirit, one resolve—  
To send the keen ax to the root of wrong,  
Clearing a free way for the feet of God,  
The eyes of conscience testing every stroke,  
To make his deed the measure of a man.  
He built the rail-pile as he built the State,  
Pouring his splendid strength thru every blow:  
The grip that swung the ax in Illinois  
Was on the pen that set a people free.

So came the Captain with the mighty heart;  
And when the judgment thunders split the house,  
Wrenching the rafters from their ancient rest,  
He held the ridgepole up, and spilt again  
The rafters of the Home. He held his place—  
Held the long purpose like a growing tree—  
Held on thru blame and faltered not at praise.  
And when he fell in whirlwind, he went down  
As when a lordly cedar, green with boughs,  
Goes down with a great shout upon the hills,  
And leaves a lonesome place against the sky.

—*Edwin Markham.*

[As revised for the dedication of the Lincoln Memorial, 1922.]

#### ABRAHAM LINCOLN WALKS AT MIDNIGHT

[*In Springfield, Illinois*]

It is portentous, and a thing of state  
That here at midnight, in our little town,  
A mourning figure walks, and will not rest,  
Near the old court-house pacing up and down,

Or by his homestead, or in shadowed yards  
He lingers where his children used to play;  
Or thru the market, on the well-worn stones  
He stalks until the dawn-stars burn away.

A bronzed, lank man! His suit of ancient black,  
A famous high top-hat and plain worn shawl  
Make him the quaint great figure that men love,  
The prairie-lawyer, master of us all.

He cannot sleep upon his hillside now.  
He is among us:—as in times before!  
And we who toss and lie awake for long  
Breathe deep, and start, to see him pass the door.

His head is bowed. He thinks on men and kings.  
Yea, when the sick world cries, how can he sleep?  
Too many peasants fight, they know not why,  
Too many homesteads in black terror weep.

The sins of all the war-lords burn his heart.  
He sees the dreadnaughts scouring every main.  
He carries on his shawl-wrapped shoulders now  
The bitterness, the folly and the pain.

He cannot rest until a spirit-dawn  
Shall come:—the shining hope of Europe free:  
The league of sober folk, the Workers' Earth  
Bringing long peace to Cornland, Alp, and Sea.

It breaks his heart that kings must murder still,  
That all his hours of travail here for men  
Seem yet in vain. And who will bring white peace  
That he may sleep upon his hill again?

—*Vachel Lindsay.*

## *Life and Aspiration*

WE LIVE IN DEEDS, not years; in thoughts, not breaths; in feelings, not in figures on a dial. We should count time by heart throbs. He most lives who thinks most, feels the noblest, acts the best.—*Philip James Bailey*.

LOOK TO THIS DAY, for it is life. In its brief course lie all the verities and realities of your existence; the bliss of growth, the glory of action, the splendor of beauty. For yesterday is but a dream, and tomorrow is only a vision; but today, well lived, makes every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, to this day, such is the salutation of the dawn.—*From the Sanscrit*.

### MY LIFE

Let me but live my life from year to year  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from, the goal;  
Not mourning for the things that disappear  
In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy;  
Still seeking what I sought when but a boy,  
New friendships, high adventure, and a crown,  
My heart will keep the courage of the quest,  
And hope the road's last turn will be the best.

—*Henry van Dyke*.

## MY CREED

I would be true,  
For there are those who trust me;  
I would be pure,  
For there are those who care;  
I would be strong,  
For there is much to suffer;  
I would be brave,  
For there is much to dare;  
I would be friend  
To all—the foe—the friendless;  
I would be giving,  
And forget the gift;  
I would be humble,  
For I know my weakness;  
I would look up—  
And laugh and love and lift.

—*Howard Arnold Walter.*

## SELFRELIANCE

IT IS EASY in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.—*Ralph Waldo Emerson.*

FROM TIME TO TIME I meet with a youth in whom I can wish for no alteration or improvement, only I am sorry to see how often his nature makes him quite ready to swim with the stream of time; and it is on this I would always insist that man in his fragile boat has the rudder placed in his hand, just that he may not be at the mercy of the waves, but follow the direction of his own insight.—*Goethe.*

## THE WAY OF LIFE

To be honest  
To be kind  
To earn a little  
To spend a little less  
To make upon the whole  
    A family happier for his presence  
To renounce when that shall be necessary  
    And not be embittered  
To keep a few friends  
    But these without capitulation  
Above all on the same grim condition  
To keep friends with himself  
Here is a task for all that a man has  
    Of fortitude and delicacy.

—*Robert Louis Stevenson.*

## ABOU BEN ADHEM

Abou Ben Adhem (may his tribe increase!)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An Angel writing in a book of gold:  
Exceeding peace had made Ben Adhem bold,  
And to the Presence in the room he said,  
"What writest thou?" The Vision raised its head,  
And with a look made of all sweet accord  
Answered, "The names of those who love the Lord."  
"And is mine one?" said Abou. "Nay, not so,"  
Replied the Angel. Abou spoke more low,  
But cheerily still; and said, "I pray thee, then,  
Write me as one that loves his fellowmen."  
The Angel wrote, and vanished. The next night  
It came again with a great wakening light,  
And showed the names whom love of God had blessed,  
And lo! Ben Adhem's name led all the rest!

—*Leigh Hunt.*



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### BENJAMIN FRANKLIN, 1706-1790

*Benjamin Franklin, one of the most interesting men of history, was born in Boston January 17, 1706. At 8 years of age he was sent to school; at 10 taken out to assist his father; at 12 apprenticed in his brother's printing office. At 17 he ran away to Philadelphia. At 23 he became a publisher and at 26 began "Poor Richard's Almanac." That was in 1732, the year George Washington was born. Always a student and inventor, Franklin studied languages and experimented with electricity. He became postmaster first of Philadelphia and in 1753 of the Colonies. He was much in London as agent for the Colonies. He began his famous Autobiography in 1771. He greatly aided the Revolution and helped negotiate the treaty in which it ended. He was a most influential member of the Constitutional Convention. He died April 17, 1790.*

**WISDOM FROM FRANKLIN'S ALMANACS**

[Hanging near the fireplace in the Colonial home, the almanac was a guide to the seasons—a record of sun, moon, and tides. It contained other useful information and took the place of today's calendar, newspaper, magazine, and radio. Family data written on the margins of its pages made it a sort of family history. Franklin, seeing the need for wiser living, had the idea of using this means to emphasize fundamental ideals and virtues. He began in 1732 to publish his almanac, pretending it was written by Richard Saunders. After 25 years, he gathered the proverbial sentences that had been scattered thru "Poor Richard's Almanac" into a connected discourse, which was prefixed to the edition of 1757. The sayings below are taken from the almanacs.]

But dost thou love life? Then do not squander time, for that is the stuff that life is made of!

Human felicity is produced not so much by great pieces of fortune that seldom happen as by little advantages that happen every day.

Early to bed and early to rise, makes a man healthy, wealthy, and wise.

He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor.

Sell no virtue to purchase wealth, nor liberty to purchase power.

Tart words make no friends: A spoonful of honey will catch more flies than a gallon of vinegar.

A little neglect may breed great mischief. For want of a nail the shoe was lost; for want of a shoe, the horse was lost; and for want of a horse the rider was lost, being overtaken and slain by the enemy; all for want of a little care about a horseshoe nail!

For age and want, save while you may, no morning sun lasts a whole day.

### THE SIGNIFICANCE OF FRIENDSHIP

GREATER LOVE hath no man than this, that a man lay down his life for his friends.—*John 15:13*.

The friends thou hast, and their adoption tried, grapple them to thy soul with hoops of steel; but do not dull thy palm with entertainment of each new-hatch'd, unfledg'd comrade.—*Shakespeare*.

There is a destiny that makes us brothers, none goes his way alone; all that we send into the lives of others, comes back into our own.—*Edwin Markham*.

The only way to have a friend is to be one. ¶ A friend is a person with whom I may be sincere. Before him I may think aloud. ¶ Happy is the house that shelters a friend. ¶ Let the soul be assured that somewhere in the universe it should rejoin its friend, and it would be content and cheerful alone for a thousand years.—*Ralph Waldo Emerson*.

### THE SPIRIT OF THE WORKER

Life is indeed darkness save when there is urge,  
And all urge is blind save when there is knowledge,  
And all knowledge is vain save when there is work,  
And all work is empty save when there is love;  
And when you work with love you bind yourself to yourself, and to  
one another, and to God.

And what is it to work with love?

It is to weave the cloth with threads drawn from your heart, even as  
if your beloved were to wear that cloth.

It is to build a house with affection, even as if your beloved were to  
dwell in that house.

It is to sow seeds with tenderness and reap the harvest with joy, even  
as if your beloved were to eat the fruit.

It is to charge all things you fashion with a breath of your own spirit.

—From "The Prophet" by *Kahlil Gibran*.

## IF and AND

If you can think  
About your work  
As being help  
To someone else,  
You soon will find  
That that alone  
Will make your task  
A happier one.  
And if you add  
To each task done  
Some little touch  
That goes beyond  
What is required,  
Your work becomes  
A thing of art  
And leads you out  
Into a realm  
Where pleasure lives  
And drudgery dies.  
And this domain  
Of artistry  
Has ample room  
For hope and dreams  
And spreading wings  
And lilting song,  
To make the day  
Eternal dawn.

—W. P. King.

## FOUR THINGS

Four things a man must learn to do  
If he would make his record true:  
To think without confusion clearly;  
To love his fellowmen sincerely;  
To act from honest motives purely;  
To trust in God and Heaven securely.

—Henry van Dyke.

### HAPPINESS

Who seeks afar for happiness  
Will find it not.  
It stands a guest unheeded at thy very door today,  
Open thine eyes to see,  
Thine ears to hear,  
Thy heart to feel,  
The call for touch of human sympathy;  
In answering this there enters  
And close beside thee sits  
The guest thou soughtest in vain afar.

—Caroline S. Woodruff.

### BUILDING THE BRIDGE

An old man, going a lone highway,  
Came, at the evening, cold and gray,  
To a chasm, vast, and deep, and wide,  
Thru which was flowing a sullen tide.  
The old man crossed in the twilight dim:  
The sullen stream had no fears to him;  
But he turned, when safe on the other side,  
And built a bridge to span the tide.  
"Old man," said a fellow pilgrim, near,  
"You are wasting strength with building here;  
Your journey will end with the ending day;  
You never again must pass this way;  
You have crossed the chasm, deep and wide—  
Why build you the bridge at the eventide?"  
The builder lifted his old gray head:  
"Good friend, in the path I have come," he said  
"There followeth after me today  
A youth, whose feet must pass this way.  
This chasm, that has been naught to me,  
To that fair-haired youth may a pitfall be.  
He, too, must cross in the twilight dim;  
Good friend, I am building the bridge for *him*."

—Will Allen Dromgoole.

# Our National Songs

## AMERICA

Samuel Francis Smith

Henry Carey

*With a moderately quick motion.*

*America* was written by Reverend Samuel F. Smith, Boston minister. While a student at Andover, Smith was asked by Lowell Mason, noted musician, to translate some German songs. "Turning over the leaves of the book one gloomy day in February 1832," Dr. Smith later wrote, "I came across the air, 'God Save the King.' I liked the music. I glanced at the German words at the foot of the page. Under the inspiration of the moment I went to work and in half an hour *America* was the result. . . . I did not know, at the time, that the tune was the British 'God Save the King,' and I do not share the regret of those who deem it unfortunate that the national tune of Britain and America should be the same." *America* was first sung at a children's celebration in Boston, July 4, 1832, and continues to be widely popular as a national song. [Arrangement from *The Golden Book of Favorite Songs* by courteous permission of Hall & McCreary Company, Chicago.]

# THE STAR-SPANGLED BANNER

Francis Scott Key

John Stafford Smith

With spirit (d. 104)

1. Oh, say! can you see, by the dawn's ear-ly light, What an proud-ly we-  
 2. On the shore, dim-ly seen thru' the mists of the deep, Where the sun's hough-ly  
 3. Oh, thus be it ev-er when... free-men shall stand Be-tween their loved

hail'd at the twi-light's last gleam-ing, Whose broad stripes and bright stars, thro' the per-il-ous  
 host in dread si-lence re-pos-es, What is that which the breeze, o'er the tow-er-ing  
 homes and the war's des-o-la-tion! Blest with vic-try and peace, may the heav'n-re-stored

fight, O'er the ram-parts we watch'd were so gal-lant-ly stream-ing? And the rock-ets red  
 sleep, As it fit-ful-ly blows, half con-cen-tric, half dis-clas-sed? Now it catch-es the  
 land Praise the Pow'r that hath made and pre-served us a na-tion! Then con-quer we

glares, the bombs burn-ling in air, Gave proof thro' the night that our flag was still there.  
 gleam of the morn-ing's first beam, In full glo-ry re-flect-ed now... shines on the stream.  
 must, when our cause it is just, And this be our mot-to; "In... God is our Trust!"

Oh, say, does that Star-span-gled Ban-ner yet wave O'er the  
 'Tis the Star-span-gled Ban-ner, oh, long may it wave O'er the  
 And the Star-span-gled Ban-ner in tri-umph shall wave O'er the

(d 94)

*broaden*

land of the free and the home of the brave?  
 land of the free and the home of the brave!  
 land of the free and the home of the brave!

*broaden*

4. Oh! thus be it ever, when freemen shall stand  
    Between their loved homes and the war's desolation!  
    Bless with victory and peace, may the heaven rescued land  
        Praise the Power that hath made and preserved us a nation,  
    Then conquer we must, for our cause it is just,  
    And this be our motto: "In God is our trust."  
        And the Star-spangled Banner in triumph shall wave  
        O'er the land of the free and the home of the brave!

*The Star-Spangled Banner*, adopted by Congress in 1931 as the national anthem of the United States, was written by Francis Scott Key, a Baltimore lawyer, in 1814. It was later adapted to an English melody entitled "To Anacreon in Heaven," credited to John Stafford Smith. The arrangement used here is the Service Version prepared for the Army and Navy song and band books and for school and community singing.

AMERICA THE BEAUTIFUL.

[Tune—"Materna"]

Katharine Lee Bates

Samuel A. Ward

*Moderato*

Tenor I  
Tenor II

1.0 beau - ti - ful for upn - cious skies,  
2.0 beau - ti - ful for pil - grim feet,  
3.0 beau - ti - ful for ha - roes proved  
4.0 beau - ti - ful for pa - triot dream

Bass I  
Bass II

*Moderato*

Piano

For am - ber waves of grain, For pur - ple moun - tain  
 Whose stern im - pas - sioned stream A thor - ough - fare for  
 In lib - er - at - ing strife, Who more than self their  
 That sees be - yond the years Thine ul - u - bas - ter

*cresc.*

maj - es - ties A - bove the fruit - ed plain.  
 free - dom beat A - cross the wil - der - ness.  
 coun - try loved, And mer - cy more than life.  
 cit - ies gleam Un - dimmed by hu - man tears.  
*cresc.*

*cresc.*

A - mer - i - ca! A - mer - i - ca!

A - mer - i - ca! A - mer - i - ca!

A - mer - i - ca! A - mer - i - ca!

A - mer - i - ca! A - mer - i - ca!

God shed his grace on thee, And crown thy good with  
 God mend thine ev - 'ry flaw, Con - firm thy soul in  
 May God thy gold re - fine, Till all suc - cess be  
 God shed his grace on thee, And crown thy good with

broth - er - hood, From sea to shin - ing sea!  
 self - son - trial, Thy lib - er - ty in law!  
 no - blo - ness, And ev - 'ry gain di - vine!  
 broth - er - hood, From sea to shin - ing sea!

*America the Beautiful* was written by Katharine Lee Bates, Wellesley College professor. The poem was inspired by her first trip to Pikes Peak in 1893: "As I was looking out over the sea-like expanse of fertile country spreading away so far under those ample skies, the opening lines of the hymn floated into my mind." [Arrangement from *Basic Songs for Male Voices* by William C. Bridgman, by generous permission of the American Book Co., New York.]

# COLUMBIA, THE GEM OF THE OCEAN

Thomas à Becket

*Majestically*

1. O Co-lum-bia, the gem of the o-cean, The home of the brave and the free,  
 2. When war wing'd its wide des-o-lation, And threat'ned the land to de-form,  
 3. The star-spangled banner bring hither, O'er Columbia's true sons let it wave;

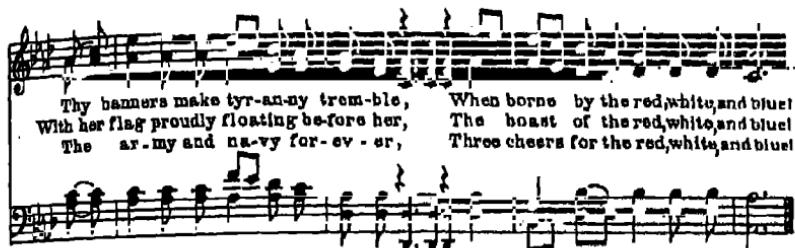
The shrine of each patriot's de-vot-ion, A world offers homage to thee,  
 The ark then of freedom's founda-tion, Co-lum-bia rode safe thro' the storm;  
 May the wreaths they have won never wither, Nor its stars cease to shine on the brave;

Thy mandates make heroes assem-bly, When Lib-er-ty's form stands in view,  
 With her garlands of vic-tory a-round her, When so proudly she bore her brave crew;  
 May thy serv-ice, u-nit-ed ne'er sev-er, But hold to their col-ors so true;

Thy ban-ners make tyr-an-ny tremble, When borne by the red, white, and blue!  
 With her flag proudly float-ing before her, The boast of the red, white, and blue!  
 The ar-my and na-vy for-ev-er, Three cheers for the red, white, and blue!

CHORUS

When borne by the red, white, and blue! When borne by the red, white, and blue!  
 The boast of the red, white, and blue! The boast of the red, white, and blue!  
 Three cheers for the red, white, and blue! Three cheers for the red, white, and blue!



*Columbia, the Gem of the Ocean* has been a popular national song since it was first sung in Philadelphia in 1843. In England the melody is known as "Britannica, the Pride of the Ocean." The words are generally credited to Thomas à Becket, an actor of English birth, long a resident of Philadelphia. [Arrangement from *Golden Book of Favorite Songs*, Hall & McCreary Company, Chicago.]

#### BATTLE-HYMN OF THE REPUBLIC

Mine eyes have seen the glory of the coming of the Lord;  
He is trampling out the vintage where the grapes of wrath are stored;  
He hath loosed the fateful lightning of His terrible swift sword;  
His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps;  
They have builded Him an altar in the evening dews and damps;  
I can read his righteous sentence by the dim and flaring lamps;  
His day is marching on.

I have read His fiery gospel, writ in burnished rows of steel:  
"As ye deal with my contemners, so with you my grace shall deal!"  
Let the Hero, born of woman, crush the serpent with His heel,  
Since God is marching on.

He has sounded forth the trumpet that shall never call retreat;  
He is sifting out the hearts of men before His judgment-seat:  
Oh, be swift, my soul, to answer Him! be jubilant, my feet!  
Our God is marching on.

In the beauty of the lilies Christ was born across the sea,  
With a glory in His bosom that transfigures you and me;  
As He died to make men holy, let us die to make men free,  
While God is marching on.

—Julia Ward Howe.

## DIXIE

I wish I was in de land ob cotton,  
 Old times dar am not forgotten,  
 Look away, look away, look away, Dixie Land!  
 In Dixie Land whar I was born in,  
 Early on one frosty mornin',  
 Look away! Look away! Look away, Dixie Land!  
*Den I wish I was in Dixie, Hoo-ray! Hoo-ray!*  
*In Dixie's Land I'll take my stand to lib and die in Dixie;*  
*Away, away, away down south in Dixie,*  
*Away, away, away down south in Dixie!*

Old Missus marry Will-de-weaber,  
 Willium was a gay deceaber;  
 Look away! etc.  
 But when he put his arm around 'er  
 He smiled as fierce as a forty-pounder,  
 Look away! etc.

His face was sharp as a butcher's cleaber,  
 But dat did not seem to greab 'er;  
 Look away! etc.  
 Old Missus acted the foolish part,  
 And died for a man dat broke her heart,  
 Look away! etc.

Now here's a health to the next old Missus,  
 And all de gals dat want to kiss us;  
 Look away! etc.  
 But if you want to drive 'way sorrow,  
 Come and hear dis song tomorrow,  
 Look away! etc.

Dar's buckwheat cakes an' Ingen' batter,  
 Makes you fat or a little fatter;  
 Look away! etc.  
 Den hoe it down and scratch your grabble,  
 To Dixie's Land I'm bound to trabble,  
 Look away! etc.

—*Daniel Decatur Emmett.*

### MY OLD KENTUCKY HOME

The sun shines bright in the old Kentucky home;  
'Tis summer, the darkies are gay;  
The corn-top's ripe, and the meadow's in the bloom,  
While the birds make music all the day.  
The young folks roll on the little cabin floor,  
All merry, all happy and bright;  
By'n by hard times comes a-knocking at the door—  
Then my old Kentucky home, good-night!

*Weep no more, my lady,*  
*O, weep no more today!*  
*We will sing one song for the old Kentucky home,*  
*For the old Kentucky home, far away.*

They hunt no more for the possum and the coon,  
On the meadow, the hill, and the shore;  
They sing no more by the glimmer of the moon,  
On the bench by the old cabin door.  
The day goes by like a shadow o'er the heart,  
With sorrow, where all was delight;  
The time has come when the darkies have to part—  
Then my old Kentucky home, good-night!

The head must bow, and the back will have to bend,  
Wherever the darkey may go;  
A few more days and the troubles all will end,  
In the field where the sugar-canies grow.  
A few more days for to tote the weary load—  
No matter, 'twill never be light;  
A few more days till we totter on the road—  
Then my old Kentucky home, good-night!

*Weep no more, my lady,*  
*O, weep no more today!*  
*We will sing one song for the old Kentucky home,*  
*For the old Kentucky home, far away.*

—Stephen Collins Foster.

## HOME, SWEET HOME!

Mid pleasures and palaces tho we may roam,  
 Be it ever so humble, there's no place like home;  
 A charm from the sky seems to hallow us there,  
 Which, seek thru the world, is ne'er met with elsewhere.

Home, Home! sweet, sweet Home!

There's no place like Home! there's no place like Home!  
 An exile from home, splendor dazzles in vain;  
 O, give me my lowly thatched cottage again!  
 The birds singing gayly, that came at my call—  
 Give me them—and the peace of mind, dearer than all!

Home, Home! sweet, sweet Home!

There's no place like Home! there's no place like Home!  
 How sweet 'tis to sit 'neath a fond father's smile,  
 And the cares of a mother to soothe and beguile!  
 Let others delight mid new pleasures to roam,  
 But give me, oh, give me, the pleasures of home!

Home, Home! sweet, sweet Home!

There's no place like Home! there's no place like Home!  
 To thee I'll return, overburdened with care;  
 The heart's dearest solace will smile on me there;  
 No more from that cottage again will I roam;  
 Be it ever so humble, there's no place like home.

Home, Home! sweet, sweet Home!

There's no place like Home! there's no place like Home!

—John Howard Payne.

## GOD BLESS AMERICA

God bless America,  
 Land that I love,  
 Stand beside her and guide her  
 Thru the night with a light from above;  
 From the mountains, to the prairies,  
 To the oceans white with foam,  
 God bless America  
 My home sweet home.

—Irving Berlin.

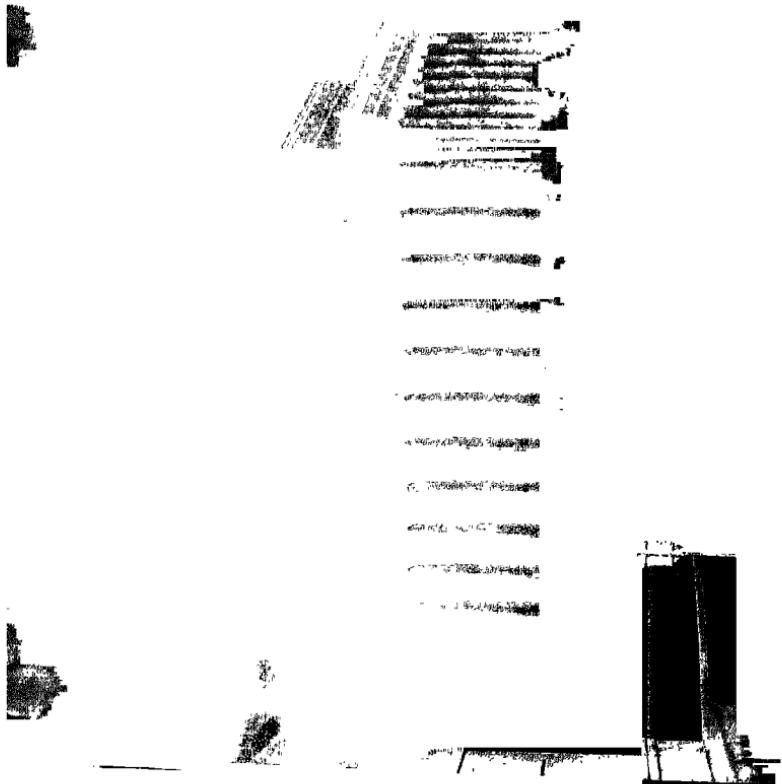
### PART III

## Heroes of American Democracy

THE LINCOLN MEMORIAL at the end of the Mall in Washington, D. C., is pictured on the following page, with the Washington Monument and Capitol Dome in the distance. Cornerstone of the Memorial was laid on February 12, 1915, the 106th anniversary of Lincoln's birth, and it was dedicated on May 30, 1922. Its cost was \$2,940,000. The architect, Henry Bacon, describes the Memorial as "composed of four features—a statue of the man, a memorial of his Gettysburg speech, a memorial of his second inaugural address, and a symbol of the Union of the United States, which he stated it was his paramount object to save—and which he did save."

The 36 fluted columns, each 44 feet high, in the colonnade represent the states in the Union at the time of Lincoln's death. Interior walls are decorated with carvings of the Gettysburg Address and Second Inaugural. And from the lighted interior the majestic Lincoln Statue, 19 feet high, by Daniel Chester French, looks out over the 2000-foot long Reflecting Pool and the broad grassy terraces of West Potomac Park, reclaimed swamp land, in which the Memorial is located. An average of 3000 visitors daily seek inspiration and repose in this memorial to the nation's great war President.

*Photo, National Park Service*



# Our American Heritage of Leadership

THE building of American democracy is a gigantic enterprise to which untold numbers of pioneer men and women have given their lives. Their leadership is a heritage which should be built into the life of every American. We gather strength by reading of the struggles and achievements of others. A life story speaks directly to other lives. The young Lincoln was profoundly influenced by a meager account of the life of Washington which fell into his hands. What may not be expected from the young citizen of today if he learns to enjoy the richness of material now available on our American patriots and leaders.

New citizens welcome an introduction to America's leaders thru well-written biography. They will enjoy the stories of immigrants to this country, such as *The Making of an American* by Jacob Riis, *The Promised Land* by Mary Antin, or Louis Adamic's recent book, *From Many Lands*. The pamphlet *Americans All—Immigrants All*, by the U. S. Office of Education, may be obtained from the Government Printing Office, Washington, D. C., for 25 cents. The citizen may well ask his library for suggestions in biography so that he will not miss such classics as *On the Trail of Washington* by F. T. Hill or Godfrey Charnwood's *Abraham Lincoln*. More recent are Jeanette Eaton's *Leader by Destiny: George Washington, Man and Patriot*, and Carl Sandburg's notable series of books about Lincoln.

***U. S. Postage Stamps Honoring Americans***

Another interesting way to study American history and leadership is thru the United States postage stamps. About 150 stamps of different designs have been issued in the past 50 years. Their historical value is wide. The Philatelic Agency of the Post Office Department, Washington, D. C., is a service especially for stamp collectors and students. By written application anyone can be placed on its mailing list to receive without cost announcements of forthcoming stamps.

The 1940 postage stamp series in honor of 35 Americans who achieved fame in the arts and sciences gives fresh interest to the reading of biography. Those honored:

**AUTHORS**

Ralph Waldo Emerson  
 Samuel L. Clemens (Mark Twain)  
 Washington Irving  
 Louisa May Alcott  
 James Fenimore Cooper

**POETS**

Henry W. Longfellow  
 James Whitcomb Riley  
 Walt Whitman  
 John Greenleaf Whittier  
 James Russell Lowell

**ARTISTS**

James Abbott McNeill Whistler  
 Daniel Chester French  
 Augustus Saint-Gaudens  
 Gilbert Stuart  
 Frederic Remington

**SCIENTISTS**

Luther Burbank  
 Dr. Crawford W. Long  
 Dr. Walter Reed

**EDUCATORS**

Horace Mann  
 Charles W. Eliot  
 Booker T. Washington  
 Frances E. Willard  
 Mark Hopkins

**INVENTORS**

Alexander Graham Bell  
 Eli Whitney  
 Samuel F. B. Morse  
 Elias Howe  
 Cyrus H. McCormick

**COMPOSERS**

John Philip Sousa  
 Edward A. MacDowell  
 Stephen Collins Foster  
 Victor Herbert  
 Ethelbert Nevin

John James Audubon  
 Jane Addams

The young citizen may perform a great service to his community by writing biographies of its finest citizens, those who have done most to build up the community's schools, churches, or government. He may well prepare biographies of the members of his family, which will form a permanent record of births and deaths, marriages, dates of naturalization if foreign-born, graduation from highschool and college, and the like.

The young citizen will also wish to study the lives of famous Americans who appear in the National Statuary Hall, Washington, D. C., and in the Hall of Fame at New York University.

### *The National Statuary Hall*

The National Statuary Hall in the United States Capitol was established by Congress in 1864 as a memorial to which each state might send the statues of two of its distinguished citizens. The act reads:

The President is hereby authorized to invite each and all the states to provide and furnish statues, in marble or bronze, not exceeding two in number for each state, of deceased persons who have been citizens thereof, and illustrious for their historic renown or from distinguished civic or military services, such as each state shall determine to be worthy of this national commemoration; and when so furnished, the same shall be placed in the old hall of the House of Representatives . . . hereby set apart . . . as a National Statuary Hall.

Rhode Island was the first to respond, choosing Roger Williams and Nathaniel Greene, and there are now over 30 statues in the Hall. Due to overcrowding, the rest of the statues contributed by the states are distributed in the Hall of Columns, several principal floor corridors, and elsewhere in the Capitol.

The National Statuary Hall is a semicircular room 96 feet in diameter. It was the hall of the House of Representatives from 1807 to 1857. It was in this room in 1848 that the aged ex-President John Quincy Adams, then Representative from Massachusetts, after fifty years of public service, was stricken with paralysis and died two days later; a metal plate in the floor in front of the Jefferson Davis statue, marks the spot where he fell. Here for many years Henry Clay presided over the House, making of the Speaker's post a center of political power. Here were held the debates by Webster, Clay, Adams, Calhoun, and others whose names are indelibly associated with the history of Congress. Faulty acoustics and insufficient space gradually made the room unusable. From 1857 until it was set apart as Statuary Hall in 1864, the room was empty except for "cobwebs, apple cores, and hucksters' carts."

#### *Hall of Fame at New York University*

Early in 1900 New York University announced a gift for the building of a colonnade at the University, on University Heights, overlooking the Palisades and the Hudson and Harlem River Valleys, to serve as a Hall of Fame for Great Americans. At that time Chancellor Henry M. MacCracken, the originator of the Hall of Fame, stipulated that provision would be made for 150 names. To date, seventy-three leaders have been elected, of whom seven are women. New names will be chosen in October 1945.

Every American is a shareholder in the Hall of Fame and is invited by the University every five years to send names worthy to be inscribed in the Hall. Each name

that is seconded by any member of the University Senate is submitted to a College of Electors of one hundred or more persons of distinction thruout the country. No name is inscribed unless approved by three-fifths of the electors. No name may be inscribed except that of a person who has been deceased for 25 years.

The biographical notes and quotations which follow are taken from *The Handbook of the Hall of Fame*, published by New York University. The quotation given at the end of each biography is by the person honored and appears upon the tablet below the bust. Photographs were made from the busts of the leaders which are in the Hall of Fame. Other important mementoes of each leader are preserved in the Museum. The busts and tablets are the gifts of associations or individuals.



*Colonnade of the Hall of Fame*

## AUTHORS



RALPH WALDO EMERSON 1803-1882

Ralph Waldo Emerson, poet and essayist, was born in Boston, May 25, 1803. Among his chief books are "Representative Men," "English Traits," and "Conduct of Life." Because of the wisdom and philosophy of his essays, poems, and addresses he was known as "the Sage of Concord." *"The unstable estimates of men crowd to him whose mind is filled with the truth as the heaped waves of the Atlantic follow the moon."*



NATHANIEL HAWTHORNE 1804-1864

Nathaniel Hawthorne, writer of romance, was born in Salem, Mass., July 4, 1804. He showed indomitable energy for writing, altho he failed to receive encouragement until 1831. The first series of his "Twice-Told Tales" appeared in 1837. "The Scarlet Letter" and "The House of the Seven Gables" attained immediate success. Later he was United States Consul at Liverpool, England. *"Living in solitude till the fullness of time, I still kept the dew of my youth and the freshness of my heart."*



WASHINGTON IRVING 1783-1859

Washington Irving, historian and essayist, was born in New York City, April 3, 1783. His works include "The History of New York by Diedrich Knickerbocker," "The Sketch Book," "The Life of Washington," "The Life of Columbus," and "The Alhambra." He was appointed minister to Spain in 1842. *"The intercourse between the author and his fellowmen is ever new, active, and immediate. Well may the world cherish his renown. It has been purchased by the diligent dispensation of pleasure."*

## HENRY WADSWORTH LONGFELLOW 1807-1882

Henry Wadsworth Longfellow, poet, was born in Portland, Me., February 27, 1807. He was a professor at Bowdoin and professor of modern languages and literature at Harvard. He translated Dante into English verse. Much of his poetry, which has wide popularity, has been translated into foreign languages. *"The heights by great men reached and kept were not attained by sudden flight, but they, while their companions slept, were toiling upward in the night."*



## JAMES RUSSELL LOWELL 1819-1891

James Russell Lowell, poet and critic, was born at Cambridge, Mass., February 22, 1819. He was editor of the Atlantic Monthly and of the North American Review; published many poems and essays; was a professor at Harvard; was United States Minister to Spain and England. He was chosen Lord Rector of Saint Andrews in 1883. *"No power can die that ever wrought for truth; thereby a law of nature it became and lives unwithered in its blithesome youth when he who calls it forth is but a name."*



## JOHN GREENLEAF WHITTIER 1807-1892

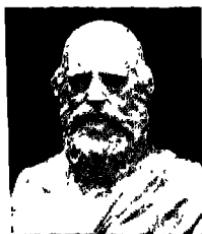
John Greenleaf Whittier, poet, was born at Haverhill, Mass., December 17, 1807. He was the editor of several newspapers and magazines, a member of the Massachusetts legislature. He preserved in narrative and ballad poems many American legends and traditions; he wrote many anti-slavery poems. He is called "The Quaker Poet." *"Making his rustic reed of song a weapon in the war with wrong, yoking his fancy to the breaking plough that beam-deep turned the soil for truth to spring and grow."*





GEORGE BANCROFT 1800-1891

George Bancroft, historian, was born in Worcester, Mass., October 3, 1800. He was Secretary of the Navy under Polk. He was Minister Plenipotentiary to Great Britain and Germany. He wrote a History of the United States and many other works. He was instrumental in founding the U. S. Naval Academy. *"History interposes with evidence that tyranny and wrong lead inevitably to decay; that freedom and right, however hard may be the struggle, always prove resistless."*



WILLIAM CULLEN BRYANT 1794-1878

William Cullen Bryant, poet and editor, was born at Cunningham, Mass., November 3, 1794. He was editor of the New York Evening Post. His poems include "Thanatopsis" and "The Flood of Years." *"So live that when thy summons comes . . . thou go not like the quarry slave at night scourged to his dungeon, but, sustained and soothed by an unfaltering trust, approach thy grave like one who wraps the drapery of his couch about him and lies down to pleasant dreams."*



JAMES FENIMORE COOPER 1789-1851

James Fenimore Cooper, writer of romance, was born at Burlington, N. J., September 15, 1789. He shipped on a merchantman and later won a commission as midshipman in the navy. His "Leather-stockings Tales" immortalized the American Indian and his sea stories revolutionized the literature of the sea. *"I now feel mortified and grieved when I meet with an American gentleman who professes anything but liberal opinions as respects the rights of his fellow-creatures."*

## OLIVER WENDELL HOLMES 1809-1894

Oliver Wendell Holmes was born in Cambridge, Mass., August 29, 1809. He was a doctor; his works on medicine are still regarded as authoritative. His poem "Old Ironsides" brought him national fame. He is the author of "The Autocrat of the Breakfast Table" and of three novels. His "Chambered Nautilus," "The Last Leaf," "The Iron Gate," and one or two hymns gave him high rank as poet-philosopher. *"Build thee more stately mansions, O my soul, as the swift seasons roll!"*



## JOHN LOTHROP MOTLEY 1814-1877

John Lothrop Motley, historian, was born at Dorchester, Mass., April 15, 1814. He was U. S. Minister to Austria and Great Britain. He was eminent as a historian of Holland, his best-known works being "The Rise of the Dutch Republic," "History of the United Netherlands," and "The Life and Death of John of Barneveld." *"I venture to hope that the lovers of human progress and the admirers of disinterested virtue may find encouragement in the deep-taught history of an heroic people in its most eventful period."*



## EDGAR ALLAN POE 1809-1849

Edgar Allan Poe, poet and writer of short stories, was born in Boston, January 19, 1809. He was editor of many papers and magazines. His romantic poetry and prose are among the classics of American literature and he ranks with Hawthorne as an imaginative genius. His better known works are "The Raven," "Tales of the Arabesque and Grotesque," and "The Murders in the Rue Morgue." *"A poem deserves its title only inasmuch as it excites by elevating the soul."*





## FRANCIS PARKMAN 1823-1893

Francis Parkman, historian, was born in Boston, September 16, 1823. He dedicated his life to the writing of American history. He was professor of horticulture at Harvard. He wrote "The Oregon Trail," "The Conspiracy of Pontiac," "France and England in the New World," "Montcalm and Wolfe," and "A Half Century of Conflict." "The narrator must seek to imbue himself with the life and spirit of the time. He must himself be, as it were, a sharer or a spectator of the action he describes."



## HARRIET BEECHER STOWE 1811-1896

Harriet Beecher Stowe was born at Litchfield, Conn., June 14, 1811. When her "Uncle Tom's Cabin," first published as a serial, was issued in book form, more than half a million copies were sold within five years. It became a powerful factor in the anti-slavery agitation. Other stories by her were "The Minister's Wooing," and "Agnes of Sorrento." "I would write something that would make this whole nation feel what a cursed thing slavery is."



## SAMUEL L. CLEMENS 1835-1910

Samuel Langhorne Clemens ["Mark Twain"] was born at Florida, Mo., November 30, 1835. He served as a pilot on the Mississippi, was a reporter and editor, and traveled extensively. He was one of the first seven members of the American Academy of Arts and Letters. His better known works are "Tom Sawyer," "Innocents Abroad," "Huckleberry Finn," "A Connecticut Yankee at the Court of King Arthur," and "Joan of Arc." "Loyalty to petrified opinion never yet broke a chain or freed a human soul."

## WALT WHITMAN 1819-1892

Walt Whitman was born at West Hills, L. I., May 31, 1819. His first literary work was in journalism. His first volume of poems, "Leaves of Grass," made a sensation in England and America for its freedom of method and expression. He is one of the most eloquent American poets. *"In this broad earth of ours, amid the measureless grossness and the slag, enclosed and safe within its central heart, nestles the seed Perfection."*



## EDUCATORS

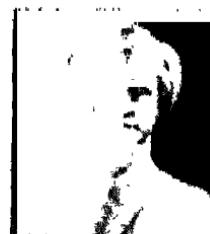
## HORACE MANN 1796-1859

Horace Mann was born at Franklin, Mass., May 4, 1796. He served in the Massachusetts legislature and in Congress. In 1837 he became secretary of the Massachusetts State Board of Education, the first in America. His work here earned for him the title of "Father of the Public Schools." He aided in founding the first normal school in America. He later became president of Antioch College. *"The common school is the greatest discovery ever made by man."*



## MARY LYON 1797-1849

Mary Lyon was born at Buckland, Mass., February 28, 1797. She began teaching when 18 years old and devoted her life to founding Mt. Holyoke Female Seminary—now Mt. Holyoke College—a place where girls could obtain an education at a low price. She was president of the Seminary for twelve years. She wrote many books on educational teaching and methods. *"There is nothing in the universe that I fear but that I shall not know all my duty or fail to do it."*





EMMA WILLARD 1787-1870

Emma Willard, a pioneer in the education of girls, was born at Berlin, Conn., February 23, 1787. She was principal of two girls' academies and helped found girls' seminaries in Waterford, N. Y., and at Athens, Greece. She was the author of schoolbooks which have been translated into many languages. *"Reason and religion teach us that we too are primary existences, that it is for us to move in the orbit of our duty around the holy center of perfection, the companions not the satellites of men."*



MARK HOPKINS 1802-1887

Mark Hopkins was born at Stockbridge, Mass., February 4, 1802. He practised medicine, but gave it up to become a professor at Williams College; he was president at Williams for 36 years. He was a lecturer and author. *"What higher conception of virtue can we have than that at every point of a man's life his conscience should demand and he should render that love which is the fulfilling of the law?"*



ALICE FREEMAN PALMER 1855-1902

Alice Freeman Palmer was born at Colesville, N. Y., February 21, 1855. She was president of Wellesley College; nonresident dean of the Woman's Department of the University of Chicago; and member of the Massachusetts State Board of Education. She lectured on educational and municipal topics. *"The smallest village, the plainest home, give ample space for the resources of the college-trained woman."*

## PREACHERS, THEOLOGIANS

## JONATHAN EDWARDS 1703-1758

Jonathan Edwards was born at East Windsor, Conn., October 5, 1703. He served for twenty-three years as Presbyterian minister at Northampton, Massachusetts. His sermon, "God Glorified Man's Dependence," started a religious revival in the colonies and Great Britain. His most famous work is the "Essay on the Freedom of the Will." "*God is the head of a universal system of existence, from whom all is perfectly derived and on whom all is most absolutely dependent.*"



## HENRY WARD BEECHER 1813-1887

Henry Ward Beecher was born at Litchfield, Conn., June 24, 1813. After serving as pastor of two western churches, he became pastor of the Plymouth Congregational Church in Brooklyn, where his rare eloquence drew large audiences. He spoke for freedom, temperance, civic honesty, and the Union. "*It matters little to me what school or theology rises or falls, so only that Christ may rise in all his father's glory, full-armed upon the darkness of this world.*"



## WILLIAM E. CHANNING 1780-1842

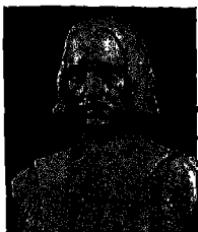
William Ellery Channing was born in Newport, R. I., April 7, 1780. He became the leader of the movement in the Congregational Church in New England known as Unitarianism. He was an ardent abolitionist and championed temperance and education. His writings have been translated into many languages. "*I think of God as the Father and Inspirer of the Soul—of Christ as its Redeemer and model; of Christianity as given to enlighten, perfect, and glorify it.*"





PHILLIPS BROOKS 1835-1893

Phillips Brooks was born in Boston, December 13, 1835. He was rector of two churches in Philadelphia before becoming rector of Trinity Church in Boston where he served until he became Bishop of Massachusetts. As a pulpit orator he was almost unrivaled. He was the author of many books. *"If you limit the search for truth and forbid men anywhere, in any way, to seek knowledge, you paralyze the vital force of truth itself."*



ROGER WILLIAMS 1607-1684

Roger Williams was born in Wales, probably in 1607. He came to this country in 1631 after trouble with the ecclesiastical and civil authorities in England. He founded Rhode Island, opening the colony to anyone seeking religious freedom. *"To proclaim a true and absolute soul freedom to all the people of the land impartially so that no person be forced to pray, nor pray otherwise than as his soul believeth and consenteth."*

### PHILANTHROPISTS, REFORMERS



PETER COOPER 1791-1883

Peter Cooper was born in New York City, February 12, 1791. He founded the Canton Iron Works, where the first locomotive engine in America was built. He was president of the first Atlantic Cable Company. He founded Cooper Union in New York City. He ran for the presidency of the United States in 1876. *"The great object I desire to accomplish is to open the avenue of scientific knowledge to youth, so that the young may see the beauties of creation, enjoy its blessings, and learn to love the Author."*

## GEORGE PEABODY 1795-1869

George Peabody was born at Danvers [now Peabody], Mass., February 18, 1795. He established the banking house of George Peabody in London, founded the Peabody Institute and Library of Baltimore, and financed scientific expeditions. His greatest gift was the "Peabody Fund" for education. *"Looking forward beyond my stay on earth I see our country becoming richer and more powerful. But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth."*



## FRANCES E. WILLARD 1839-1898

Frances Elizabeth Willard was born at Churchville, N. Y., September 28, 1839. She was professor of esthetics in Northwestern University and dean of the women's college there. She was secretary and later president of the Women's Christian Temperance Union. She founded the World Christian Union and was a strong supporter of equal suffrage. *"Were I asked to define in a sentence the thought and purpose of the Women's Christian Temperance Union, I should reply it is to make the whole world homelike."*



## SCIENTISTS

## JOHN JAMES AUDUBON 1785-1851

John James Audubon, naturalist, was born at Aux Cayes, Haiti, April 26, 1785. Altho nominally engaged in commercial ventures, his time was spent in ornithological investigation. He published "Birds of America" and "Ornithological Biographies." Many European art and science societies made him an honorary member or foreign associate. *"The productions of nature soon became my playmates. I felt that an intimacy with them not consisting of friendship, merely, but bordering on phrenzy, must accompany my steps thru life."*





ASA GRAY 1810-1888

Asa Gray, botanist, was born at Paris, N. Y., November 18, 1810. He was curator of the New York Lyceum of Natural History, was professor of natural history at Harvard, received academic honors from Edinburgh, Cambridge, and Oxford, and was president of the American Academy of Arts and Sciences. *"I confidently expect that in the future even more than in the past, faith in an order, which is the basis of science, will not be disengaged from faith in an Ordainer, the basis of religion."*



LOUIS AGASSIZ 1807-1873

Louis Agassiz, zoologist, was born at Motier, Switzerland, May 28, 1807. He was professor of zoology at Harvard. He founded a summer school for the study of zoology. He ranks as the most influential of American naturalists, and is regarded as a great teacher and inspirer of scientists. *"Scientific investigations should be inspired by a purpose as animating to the general sympathy as was the religious zeal which built the Cathedral of Cologne and the Basilica of St. Peter."*



JOSEPH HENRY 1799-1878

Joseph Henry was born in Albany, N. Y., December 17, 1799. He perfected the magnetic telegraph. He was secretary of the Smithsonian Institution, an authority on acoustics, and president of the National Academy of Sciences and the Philosophical Society of Washington. *"I may say I was the first to bring the electro magnet into the condition necessary to its use in telegraphy and also to point out its application to the telegraph."*

## MARIA MITCHELL 1818-1889

Maria Mitchell was born at Nantucket, Mass., August 1, 1818. She was librarian of the Nantucket Athenæum and professor of astronomy at Vassar. She discovered a comet in 1847. She was an honorary member of the American Academy of Arts and Sciences, president of the American Association for the Advancement of Women. *"Every formula which expresses a law of nature is a hymn of praise to God."*



## MATTHEW FONTAINE MAURY 1806-1873

Matthew Fontaine Maury was born in Spotsylvania County, Va., January 24, 1806. He was an important scientist in the fields of hydrography, meteorology, and oceanography. The fundamental principles which Maury enunciated are the groundwork upon which hydrographic activities are carried on to this day. The security of vessels at sea is still enhanced by aid of the investigations made by him. He was largely responsible for the establishment of the U. S. Naval Academy and of the Weather Bureau. *"Pathfinder of the Seas."*



## SIMON NEWCOMB 1835-1909

Simon Newcomb was born at Wallace, Nova Scotia, March 12, 1835. He became professor of mathematics and astronomy at Johns Hopkins University in 1884; in 1895 he was elected one of eight foreign associates of the Paris Academy of Science; Franklin and Agassiz being the only other Americans so honored. *"The world owes two debts to the science of astronomy: One for its practical uses, and the other for the ideas it has afforded us of the immensity of creation."*



## ENGINEERS

## JAMES BUCHANAN EADS 1820-1887



James Buchanan Eads, engineer, was born at Lawrenceburg, Ind., May 23, 1820. He early designed useful boats for raising sunken steamers, and during the Civil War built ironclads for the Union forces. He built an arched bridge over the Mississippi River at St. Louis, improved the delta of the South Pass of the Mississippi, and planned the deepening of that river. *"I cannot die; I have not finished my work."*

## DISCOVERERS AND INVENTORS

## WILLIAM T. G. MORTON 1819-1868



William Thomas Green Morton was born at Charlton, Mass., August 19, 1819. He was the first to give to the world a demonstration of the use of sulphuric ether as a practical surgical anesthetic, in a major operation performed in the Massachusetts General Hospital, in 1846. *"I leave it to surgeons and physicians to speak the praises of ether in the various operations in which it is now universally used whenever the relief of pain is an object."*

## ROBERT FULTON 1765-1815



Robert Fulton, inventor of the steamboat, was born in Lancaster County, Pa., November 14, 1765. His first steamboat was launched on the River Seine, but was unsuccessful. In 1807 he launched the "Clermont" on the Hudson River. The first steam-propelled warship was built from his plans. *"To direct the genius and resources of our country to useful improvements, to the sciences, the arts, education, the amendment of the public mind and morals, in such pursuits lie . . . the nation's glory."*

## SAMUEL F. B. MORSE 1791-1872

Samuel F. B. Morse was born at Charlestown, Mass., April 27, 1791. He was the inventor of the recording electric telegraph, which was exhibited in 1837, and the originator of submarine telegraphy. He was the first president of the National Academy of Design. He was a professor in New York University. *"I am persuaded that whatever facilitates intercourse between the different portions of the human family will have the effect . . . to promote the best interests of man."*



## ELI WHITNEY 1765-1825

Eli Whitney was born at Westborough, Mass., December 8, 1765. In 1792 he invented the cotton gin, which revolutionized the cotton industry. He failed to enjoy the fruits of his invention because of a robbery. He later manufactured firearms. *"The machine, it is true, operates in the first instance, on mere physical elements, to produce an accumulation and distribution of property. But do not all the arts of civilization follow in its train?"*



## ELIAS HOWE 1819-1867

Elias Howe, inventor of the sewing machine, was born at Spencer, Mass., July 9, 1819. He began life as a machinist. He secured his first patent in 1846 but it was not until fourteen years later that he reaped any benefit from his invention. *"Be it known that I have invented a new and useful machine for sewing seams in cloth and other articles requiring to be sewed, and I do hereby declare a full and exact description thereof."*



**SOLDIERS, SAILORS****JOHN PAUL JONES 1747-1792**

John Paul Jones was born in Kirkeudbrightshire, Scotland, July 6, 1747. During the Revolutionary War he had a romantic and brilliant career of distinguished service. In 1778 with the "Ranger" he captured the "Drake," a British sloop of war, September 23, 1779, as Commodore, in the "Bonhomme Richard," he captured the "Serapis" in one of the greatest naval engagements in history. "He hath made the flag of America respected."

**DAVID GLASGOW FARRAGUT 1801-1870**

David Glasgow Farragut was born near Knoxville, Tenn., July 5, 1801. He served in the War of 1812, and in the Civil War commanded the fleets that forced the surrender of New Orleans and defeated the Confederate forces in Mobile Bay. He received the rank of Admiral in 1866. "As to being prepared for defeat, I certainly am not. Any man who is prepared for defeat would be half defeated before he commenced. I hope for success, shall do all in my power to secure it, and trust to God for the rest."

**ULYSSES SIMPSON GRANT 1822-1885**

Ulysses Simpson Grant was born at Point Pleasant, Ohio, April 27, 1822. He was lieutenant-general of the Union forces which defeated Lee. He served two terms as President of the U. S. His "Memoirs" are a valuable historic record. During his last illness he was made General of the Army. "I determined, first, to use the greatest number of troops practicable; second, to hammer continuously against the enemy until by mere attrition, if in no other way, there should be nothing left to him but submission."

## ROBERT EDWARD LEE 1807-1870

Robert Edward Lee was born at Stratford, Va., January 19, 1807. He won a colonelcy in the Mexican War, was superintendent of the West Point Military Academy, guarded the Texas frontier, and captured John Brown. He resigned his commission to take command of the Virginia forces when that state seceded, and later became commander-in-chief of the Confederate Army. After the Civil War he became president of Washington College. *"Duty then is the sublimest word in our language."*



## WILLIAM TECUMSEH SHERMAN 1820-1891

William Tecumseh Sherman was born at Lancaster, Ohio, February 8, 1820. He fought at Shiloh and Vicksburg and Chattanooga, invaded Georgia and led the march from Atlanta to the sea. He was made lieutenant-general and later general. *"War is cruelty and you cannot refine it. I want peace and believe it can only be reached thru union and war, and I will ever conduct war with a view to perfect and early success."*



## LAWYERS, JUDGES

## JAMES KENT 1763-1847

James Kent was born in Putnam County, N. Y., July 31, 1763. He lectured on law at Columbia College, was chief justice of the New York supreme court, was chancellor of the state of New York, and the author of "Commentaries on American Law." *"We ought not to separate the science of public law from that of ethics. States or bodies politic are to be considered as moral persons having a public will capable and free to do right and wrong."*





JOHN MARSHALL 1755-1835

John Marshall was born in Fauquier Co., Va., September 24, 1755. He served as an officer in the Revolution, was U. S. envoy to France, a member of Congress, and Secretary of State. He was a Judge of the Supreme Court for thirty-four years. *"The Constitution and the laws made in pursuance thereof are supreme; they control the constitution and laws of the respective states and cannot be controled by them."*



JOSEPH STORY 1779-1845

Joseph Story was born at Marblehead, Mass., September 18, 1779. He served in the Massachusetts Legislature and in the House of Representatives and he was associate justice of the United States Supreme Court. He was a prolific writer of works that rank with the highest authorities on law. *"The founders of the Constitution, with profound wisdom, laid the cornerstone of our national republic in the permanent independence of the judicial establishment."*



RUFUS CHOATE 1799-1859

Rufus Choate was born at Ipswich, Mass., October 1, 1799. A distinguished orator, he served in the House of Representatives and the Senate. *"The profession of the Bar has seemed to possess a twofold nature. It has resisted despotism and yet taught obedience. It has recognized the rights of man, and yet has reckoned it always among the most sacred of those rights to be shielded and led by the divine nature and immortal reason of law."*

## STATESMEN

## JOHN ADAMS 1735-1826

John Adams was born at Braintree, Mass., October 30, 1735. He was a member of the First and Second Continental Congresses, signed the Declaration of Independence, was the first American minister to Great Britain, the first Vicepresident and the second President of the U. S. *"As a government so popular can be supported only by universal knowledge and virtue, it is the duty of all ranks to promote the means of education as well as true religion, purity of manners, and integrity of life."*



## HENRY CLAY 1777-1852

Henry Clay, Representative, Senator, and Cabinet member, was born in Hanover County, Va., April 12, 1777. He was noted for his efforts to settle the slavery question thru compromise measures. He was three times defeated for the presidency. *"That patriotism which, catching its inspiration from the immortal God, animates and prompts to deeds of self-sacrifice, of valor, of devotion, and of death itself—that is public virtue."*



## BENJAMIN FRANKLIN 1706-1790

Benjamin Franklin, editor, author, diplomat, scientist, public teacher, and philosopher, was born in Boston, January 17, 1706. He made important discoveries in electricity. He helped draw up the Declaration of Independence and the Constitution and helped negotiate the treaty recognizing the independence of the United States. *"This Constitution can end in despotism, as other forms have done before it, only when the people shall become so corrupted as to need despotic government."*





THOMAS JEFFERSON 1743-1826

Thomas Jefferson was born at Shadwell, Va., April 13, 1743. He drafted the Declaration of Independence, was Vicepresident and third President of the United States. During his administration, the Louisiana Purchase was made. *"We hold these truths to be selfevident; that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."*

*that all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness."*



GEORGE WASHINGTON 1732-1799

George Washington, "The Father of his Country," was born in Westmoreland County, Va., February 22, 1732. He was a colonel in the French and Indian War, a member of the First and Second Continental Congresses, Commander-in-Chief of the Army of the Revolution, presiding officer of the first Constitutional Convention, and first President of the United States. *"Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."*



ABRAHAM LINCOLN 1809-1865

Abraham Lincoln was born in Hardin Co., Ky., February 12, 1809. He served in the Illinois legislature and in the House of Representatives. As President of the United States during the Civil War, he issued the Emancipation Proclamation. *"With malice towards none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in."*

**DANIEL WEBSTER 1782-1852**

Daniel Webster was born at Salisbury, N. H., January 18, 1782. He practiced law in New Hampshire and Massachusetts, served in the House of Representatives and the Senate, and was Secretary of State during three administrations. Considered the greatest political orator of his time, he was an exponent and defender of the Constitution. *"I profess, in my career hitherto, to have kept steadily in view the prosperity and honor of the whole country and the preservation of our federal union."*

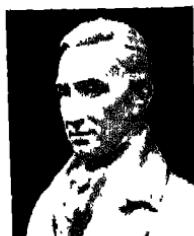
**JOHN QUINCY ADAMS 1767-1848**

John Quincy Adams was born at Braintree, Mass., July 11, 1767. He was educated at Harvard and abroad. He served in the Massachusetts Senate and in the U. S. Senate, was successively Minister to The Hague, to Prussia, to Russia, and to England, was Secretary of State under Monroe, and sixth President of the United States. *"I live in the faith and hope of the progressive advancement of Christian liberty and expect to abide by the same in death."*

**JAMES MADISON 1751-1836**

James Madison was born at Port Conway, Va., March 16, 1751. He was a member of the Constitutional Convention and one of the chief framers of the Constitution, a member of the Continental Congress, Secretary of State under Jefferson, and twice President of the United States. He was the author of "Virginia Resolutions," *"Governments do better without kings and nobles than with them; religion flourishes in greater purity without than with the aid of government."*





JAMES MONROE 1758-1831

James Monroe was born in Westmoreland County, Va., April 28, 1758. He fought in the Revolutionary War, served in Congress, was Minister to France, Governor of Virginia, and served two terms as President of the U. S. He was the author of the Monroe Doctrine.

*"The cause of liberty . . . animated my youthful days; it has engaged the zealous attention of my maturer years; it will command my best efforts in its support so long as I shall be permitted to live."*



WILLIAM PENN 1644-1718

William Penn was born in London, England, October 24, 1644. He was chief author of the Concessions and Agreements of 1676 and 1677, setting forth the right of petition, trial by jury, and other ideas which were followed in the provinces founded and developed under his influence: Pennsylvania, New Jersey, and Delaware. *"Governments rather depend upon men, than men upon governments . . . if men be bad, let the government be never so good, they will endeavor to warp and spoil it to their turn."*



GROVER CLEVELAND 1837-1908

Grover Cleveland was born at Caldwell, N. J., March 18, 1837. He became a lawyer and was elected mayor of Buffalo in 1881. Two years later he became governor of New York. In 1885, at the age of 48, he became President of the United States and served two terms: 1885-1889; 1893-1897. He promoted reforms in the civil service and the tariff system. *"Let us look for guidance to the principles of true Democracy, which are enduring because they are right, and invincible because they are just."*

## ANDREW JACKSON 1767-1845

Andrew Jackson was born in Waxhaw settlement, S. C., March 15, 1767. He served in the House of Representatives and the U. S. Senate, and was a supreme court judge in Tennessee. He commanded the U. S. forces at the Battle of New Orleans. He subjugated Florida and became its military governor. He served two terms as President of the United States. He was the successful opponent of nullification. *"Our federal union! It must and shall be preserved."*



## ALEXANDER HAMILTON 1757-1804

Alexander Hamilton was born in the West Indies, January 11, 1757. He originated the national system of taxation, served in the Continental Congress, the Constitutional Convention, and the New York legislature. He was the first Secretary of the Treasury, and chief author of "The Federalist." *"The establishment of a constitution in time of profound peace by the voluntary consent of a whole people is a prodigy to the completion of which I look forward with trembling anxiety."*



## PATRICK HENRY 1736-1799

Patrick Henry was born in Hanover Co., Va., May 29, 1736. In the Virginia House of Burgesses he made notable speeches. He represented Virginia in the first Continental Congress and commanded the Virginia troops in 1775-76. He served four terms as Governor of Virginia. He offered a series of resolutions declaring the Stamp Act unconstitutional and was an eloquent supporter of the Revolution. *"Give me liberty or give me death."*



## EXPLORERS



DANIEL BOONE 1735-1820

Daniel Boone, explorer, was born in Berks County, Pa., February 11, 1735. He explored the headwaters of the Tennessee and Kentucky River valleys and made it possible for pioneers to settle the land by his work among the Indians. He fought in the Revolution with the rank of Colonel. In his later years he explored what is now the state of Missouri. *"May the same Almighty Goodness which has turned a cruel war into peace banish the accursed monster War from all lands."*

## ACTORS, PAINTERS, SCULPTORS, MUSICIANS



GILBERT CHARLES STUART 1755-1828

Gilbert Charles Stuart was born at Narragansett, R. I., December 3, 1755. He began the painting of portraits before he was fifteen years old, but it was not until 1788 that he received recognition. Among his subjects, besides George Washington, were Thomas Jefferson, James Madison, and John Quincy Adams. His portraits are notably faithful.



CHARLOTTE SAUNDERS CUSHMAN 1816-1876

Charlotte Saunders Cushman was born in Boston, July 23, 1816. She made her first appearance in opera in 1834 and appeared as Lady Macbeth in 1835. She toured the United States playing Shakespearean roles. Her repertoire included Romeo, Hamlet, and Nancy Sykes. She is in the front rank of American tragediennes. *"To be thoroly in earnest, intensely in earnest in all my thoughts and in all my actions, whether in my profession or out of it, became my one single idea."*

## AUGUSTUS SAINT-GAUDENS 1848-1907

Augustus Saint-Gaudens was born at Dublin, Ireland, March 1, 1848. In 1871 he produced his first figure, called "Hiawatha." Among his better known works are the President Lincoln statue in Chicago; the Shaw monument in Boston; the Adams figure in Rock Creek Cemetery, Washington; and the Sherman and Farragut statues in New York City. He was one of the first seven members of the American Academy. *"Too much time cannot be spent in a task that is to endure for centuries."*



## EDWIN BOOTH 1833-1891

Edwin Booth, actor, was born at Belair, Md., November 13, 1833. As Hamlet, Richard III, Iago, Shylock, and Cardinal Richelieu he made memorable success. He is usually considered the foremost American tragedian. In voice, carriage, intellectuality, and dramatic resource he was notable. *"Hamlet was the epitome of mankind, not an individual, a sort of magic mirror in which all men and women see the reflex of themselves."*



## JAMES ABBOTT McNEILL WHISTLER 1834-1903

James Abbott McNeill Whistler was born at Lowell, Mass., July 10, 1834. He is best known by his portraits and etchings of Venetian scenes, and his nocturnes. His portrait of his mother is one of his finest works. *"Nature contains the elements in color and form, of all pictures, as the keyboard contains the notes of all music. But the artist is born to pick and choose and group with science, these elements, that the result may be beautiful."*





## STEPHEN COLLINS FOSTER 1826-1864

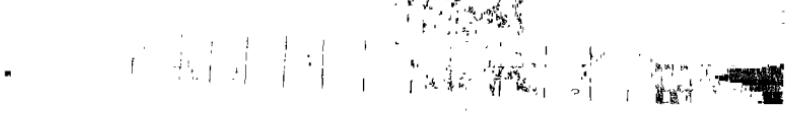
Stephen Collins Foster was born July 4, 1826, in Pittsburgh, Pa., where most of his best music was written. He entered Jefferson College in 1841, but his love for music impelled him to leave after a week's trial and his formal education was continued with tutors. His earliest composition, "The Tioga Waltz" for flutes, was written in 1840 when he was 14 years old. Best known among his compositions [more than 200 in number] depicting American home life, life on the Ohio and Mississippi Rivers, slavery, plantation life, and political scenes, are: "Old Folks at Home," "Massa's in de Cold Ground," "My Old Kentucky Home," "Old Dog Tray," "Old Black Joe," "Jeanie with the Light Brown Hair," "Oh! Susanna," and "Beautiful Dreamer." His best songs are a valuable contribution to the folklore of American music.

## PART IV

# The Flag of the United States of America

THE WASHINGTON MONUMENT, pictured on the following page, is a worthy tribute to the Father of His Country in the capital city which bears his name. This great white marble obelisk, rising majestically 555 feet over a beautifully landscaped mall, is one of the world's tallest pieces of masonry. On February 22, Washington's birthday, United States Flags are placed at the base of the monument. Its interior is lighted by electricity so that visitors may see the 202 carved tribute blocks set in the inner face of the Monument, and contributed by the states, organizations, and many foreign countries. Greece sent a block of marble from the Parthenon; Switzerland a stone from the Chapel of William Tell. The cornerstone was laid in 1848, but the Monument was not dedicated until February 21, 1885. Its cost was \$1,300,000. Each year thousands of visitors climb the 898 steps or take the elevator to the top of the Monument and there more than 500 feet above the ground, they enjoy thru the tower windows the magnificent panorama of Washington, D. C., and parts of Virginia and Maryland.

*Photo, National Park Service*



# *The Flag of the United States*

ON June 14, 1777, a year after the signing of the Declaration of Independence, the Continental Congress in Philadelphia adopted this resolution: "That the flag of the United States be thirteen stripes, alternate red and white; that the union be thirteen stars, white in a blue field representing a new constellation." In 1916 President Woodrow Wilson proclaimed June 14 as Flag Day, which is annually observed throughout America by celebrations in the schools and public observances. The stripes of the flag represent the 13 original states, which had a population of some 3 million people. In the stars is recorded the growth of the American nation. With the addition in 1912 of New Mexico and Arizona, the stars in the flag reached 48, the number we have today. To this flag over 130 million Americans now pledge allegiance.

## *The Pledge to the Flag*

*"I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands; one nation, indivisible, with liberty and justice for all."*

In pledging allegiance to the Flag of the United States of America, there are two approved ways of saluting. One is the military or Army salute in which the right hand is kept at the forehead during recital of the Pledge. This salute is used in the schools of New York City and other places and has recently been adopted by the schools

in the nation's capital. The salute is defined in the U. S. Army Infantry Drill Regulations as follows:

At the command, "Salute," raise the right hand smartly until the tip of the forefinger touches the lower part of the headdress or forehead, above and slightly to the right of the right eye, thumb and fingers extended and joined, palm to the left, upper arm horizontal, forearm inclined at 45 degrees, hand and wrist straight; at the same time turn the head and eyes toward the flag saluted. After reciting the Pledge of Allegiance, drop the arm to its normal position by the side in one motion, at the same time turning the head and eyes to the front.

The other salute used by schools and civilian adults is as follows: Standing with the right hand over the heart, all repeat together the Pledge. At the words "to the Flag," the right hand is extended, palm upward, toward the Flag, and this position is held to the end. After the words, "justice for all," the hand drops to the side. However, even without saluting, civilian adults will always show full respect to the Flag, when the Pledge is being given, by merely standing at attention, men removing the headdress. Persons in uniform should render the right-hand salute.

#### *Saluting the Flag*

During the ceremony of hoisting or lowering the Flag, or when the Flag is passing in parade or review, all present face the Flag, stand at attention, and salute. Those in uniform render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder, the hand being over the heart. Women salute by placing the right hand over the heart. The salute to the Flag in the moving column is rendered at the moment the Flag passes.

When the "Star-Spangled Banner"—adopted by Congress in 1931 as the national anthem—is played and no flag is displayed, all present should stand and face toward the music. Those in uniform salute at the first note of the anthem, retaining this position until the last note. All others stand at attention, men removing their head-dress. When the Flag is displayed, the regular salute to the Flag should be given. Words and music of the national anthem are on pages 100-101 of this Handbook.

#### WHAT THE FLAG MEANS

THIS FLAG means more than association and reward. It is the symbol of our national unity, our national endeavor, our national aspiration. It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable, of the sacrifices of brave men and women to whom the ideals and honor of this nation have been dearer than life.

It means America first; it means an undivided allegiance . . . It means that you cannot be saved by the valor and devotion of your ancestors; that to each generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrificed and endured rests the national hope.

It speaks of equal rights; of the inspiration of free institutions exemplified and vindicated; of liberty under law intelligently conceived and impartially administered. There is not a thread in it but scorns self-indulgence, weakness, and rapacity. It is eloquent of our common destiny.—*Charles Evans Hughes*, Chief Justice of the United States Supreme Court.

### MAKERS OF THE FLAG

THIS MORNING as I passed into the Land Office, the Flag dropped me a most cordial salutation, and from its rippling folds I heard it say, "Good morning, Mr. Flag-maker."

"I beg your pardon, Old Glory," I said, "aren't you mistaken? I am not the President of the United States, nor a member of Congress, nor even a general in the army. I am only a government clerk."

"I greet you again, Mr. Flag-maker," replied the gay voice. "I know you well. You are the man who worked in the swelter of yesterday straightening out the tangle of that farmer's homestead in Idaho; or perhaps you found the mistake in that Indian contract in Oklahoma; or helped to clear that patent for the hopeful inventor in New York, or pushed the opening of that new ditch in Colorado, or made that mine in Illinois more safe, or brought relief to the old soldier in Wyoming. No matter; whichever one of these bencficent individuals you may happen to be, I give you greeting, Mr. Flag-maker."

I was about to pass on when the Flag stopped me with these words:

"Yesterday the President spoke a word that made happier the future of ten million peons in Mexico; but that act looms no larger on the Flag than the struggle which the boy in Georgia is making to win the Corn Club prize this summer.

"Yesterday the Congress spoke a word which will open the door of Alaska; but a mother in Michigan worked from sunrise until far into the night to give her boy an education. She, too, is making the Flag.

"Yesterday we made a new law to prevent financial panics, and yesterday, maybe, a schoolteacher in Ohio taught his first letters to a boy who will one day write a song that will give cheer to the millions of our race. We are all making the Flag."

"But," I said impatiently, "these people were only working!"

Then came a great shout from the Flag: "The work that we do is the making of the Flag. I am not the Flag; not at all. I am but its shadow.

"I am whatever you make me, nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heartbreaks and tired muscles.

"Sometimes I am strong with pride when men do an honest work, fitting the rails together truly. Sometimes I droop, for then purpose has gone from me, and cynically I play the coward. Sometimes, I am loud, garish, and full of that ego that blasts judgment.

"But always I am all that you hope to be and have the courage to try for.

"I am song and fear, struggle and panic and ennobling hope.

"I am the day's work of the weakest man and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute makers, soldier and dreadnaught, drayman and street sweep, cook, counselor, and clerk.

"I am the battle of yesterday and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

"I am the clutch of an idea and the reasoned purpose of resolution.

"I am no more than what you believe me to be, and I am all that you believe I can be.

"I am what you make me, nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation.

"My stars and stripes are your dreams and your labors. They are bright with cheer, brilliant with courage, firm with faith because you have made them so out of your hearts. For you are the makers of the Flag, and it is well that you glory in the making."

[From an address before the employees of the Department of the Interior by Secretary Franklin K. Lane on Flag Day, 1914.]

#### THIS LAND AND FLAG

WHAT IS the love of country for which our flag stands? Maybe it begins with love of the land itself. It is the fog rolling in with the tide at Eastport, or thru the Golden Gate and among the towers of San Francisco. It is the sun coming up behind the White Mountains, over the Green, throwing a shining glory on Lake Champlain and above the Adirondacks. It is the storied Mississippi rolling swift and muddy past St. Louis, rolling past Cairo, pouring down past the

levees of New Orleans. It is lazy noontide in the pines of Carolina, it is a sea of wheat rippling in Western Kansas, it is the San Francisco peaks far north across the glowing nakedness of Arizona, it is the Grand Canyon and a little stream coming down out of a New England ridge, in which are trout.

It is men at work. It is the storm-tossed fishermen coming into Gloucester and Provincetown and Astoria. It is the farmer riding his great machine in the dust of harvest, the dairyman going to the barn before sunrise, the lineman mending the broken wire, the miner drilling for the blast. It is the servants of fire in the murky splendor of Pittsburgh, between the Allegheny and the Monongahela, the trucks rumbling thru the night, the locomotive engineer bringing the train in on time, the pilot in the clouds, the riveter running along the beam a hundred feet in air. It is the clerk in the office, the housewife doing the dishes and sending the children off to school. It is the teacher, doctor, and parson tending and helping, body and soul, for small reward.

It is small things remembered, the little corners of the land, the houses, the people that each one loves. We love our country because there was a little tree on a hill, and grass thereon, and a sweet valley below; because the hurdy-gurdy man came along on a sunny morning in a city street; because a beach or a farm or a lane or a house that might not seem much to others was once, for each of us, made magic. It is voices that are remembered only, no longer heard. It is parents, friends, the lazy chat of street and store and office, and the ease of mind that makes life tranquil. It is summer and winter, rain and sun and storm. These are flesh of our flesh,

bone of our bone, blood of our blood, a lasting part of what we are, each of us and all of us together.

It is stories told. It is the Pilgrims dying in their first dreadful winter. It is the Minute Man standing his ground at Concord Bridge, and dying there. It is the army in rags, sick, freezing, starving at Valley Forge. It is the wagons and the men on foot going westward over Cumberland Gap, floating down the great rivers, rolling over the great plains. It is the settler hacking fiercely at the primeval forest on his new, his own lands. It is Thoreau at Walden Pond, Lincoln at Cooper Union, and Lee riding home from Appomattox. It is corruption and disgrace, answered always by men who would not let the flag lie in the dust, who have stood up in every generation to fight for the old ideals and the old rights, at risk of ruin or of life itself.

It is a great multitude of people on pilgrimage, common and ordinary people, charged with the usual human failings, yet filled with such a hope as never caught the imaginations and the hearts of any nation on earth before. The hope of liberty. The hope of justice. The hope of a land in which a man can stand straight, without fear, without rancor.

The land and the people and the flag—the land a continent, the people of every race, the flag a symbol of what humanity may aspire to when the wars are over and the barriers are down; to these each generation must be dedicated and consecrated anew, to defend with life itself, if need be, but, above all, in friendliness, in hope, in courage, to live for.

[An editorial in the *New York Times*, June 14, 1940. Used with the generous permission of the editor, Charles Merz.]

**RESPECT THE FLAG**

WHEN YOU SEE the Stars and Stripes displayed, son, stand up and take off your hat. Somebody may titter. It is in the blood of some to deride all expression of noble sentiment. You may blaspheme in the street and stagger drunken in public places, and the bystanders will not pay much attention to you; but if you should get down on your knees and pray to Almighty God or if you should stand bareheaded while a company of old soldiers marches by with flags to the breeze, some people will think you are showing off.

But don't you mind! When Old Glory comes along, salute, and let them think what they please! When you hear the band play "The Star-Spangled Banner" while you are in a restaurant or hotel dining-room, get up even if you rise alone; stand there and don't be ashamed of it, either!

For of all the flags since the world began there is none other so full of meaning as the Flag of this country. That piece of red, white, and blue bunting means five thousand years of struggle upward. It is the full-grown flower of ages of fighting for liberty. It is the century plant of human hope in bloom.

Your Flag stands for humanity, for an equal opportunity to all the sons of men. Of course we haven't arrived yet at that goal; there are many injustices yet among us, many senseless and cruel customs of the past still clinging to us, but the only hope of righting the wrongs of men lies in the feeling produced in our bosoms by the sight of that Flag.

Other flags mean a glorious past, this Flag a glorious

future. It is not so much the Flag of our fathers as it is the Flag of our children, and of all children's children yet unborn. It is the Flag of tomorrow. It is the signal of the "Good Time Coming." It is not the flag of your king—it is the Flag of yourself and of all your neighbors.

Don't be ashamed when your throat chokes and the tears come, as you see it flying from the masts of our ships on all the seas or floating from every flagstaff of the Republic. You will never have a worthier emotion. Reverence it as you would reverence the signature of the Deity.

Listen, son! The band is playing the National Anthem—"The Star-Spangled Banner"! They have let loose Old Glory yonder. Stand up—and others will stand up with you.—*Frank Crane in the New York Globe.*

#### FLAG SALUTE

*I Pledge Allegiance to the Flag!*

One minute in the day they pause—

The youth across the land—

With eyes upraised and hand held out,

Thruout our schools they stand.

*And to the Country for Which It Stands!*

One moment in their busy day

Of books, of games, they pause;

One moment give unconscious thanks

For safety, peace, and laws.

*One Nation Indivisible*

In safety of our hearts and homes,

Peace, free of hatred's strife,

With laws that save youth's heritage

Of childhood's carefree life.

With liberty and justice alive in hearts as pure

As hearts of youth, our land is strong, its future is secure!

—*Grace P. Harmon.*

## THE FLAG GOES BY

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky:

Hats off!

The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;  
But more than the flag is passing by:

Sea-fights and land-fights, grim and great,  
Fought to make and to save the State;  
Weary marches and sinking ships;  
Cheers of victory on dying lips;

Days of plenty and years of peace;  
March of a strong land's swift increase;  
Equal justice, right, and law,  
Stately honor and reverent awe;

Sign of a nation, great and strong  
To ward her people from foreign wrong:  
Pride and glory and honor—all  
Live in the colors to stand or fall.

Hats off!

Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!

The flag is passing by!

—*Henry Holcomb Bennett.*

### THE NAME OF OLD GLORY

Old Glory! say, who,  
By the ships and the crew,  
And the long, blended ranks of the gray and the blue—  
Who gave you, Old Glory, the name that you bear  
With such pride everywhere  
As you cast yourself free to the rapturous air  
And leap out full-length, as we're wanting you to?—  
Who gave you that name, with the ring of the same,  
And the honor and fame so becoming to you?—  
Your stripes stroked in ripples of white and of red,  
With your stars at the glittering best overhead—  
By day or by night  
Their delightfulest light  
Laughing down from their little square heaven of blue.  
Who gave you the name of Old Glory?—say, who—  
Who gave you the name of Old Glory?

*The old banner lifted, and faltering then,  
In vague lisps and whispers fell silent again.*

Old Glory: the story we're wanting to hear  
Is what the plain facts of your christening were—  
For your name—just to hear it,  
Repeat it, and cheer it, 's a tang to the spirit  
As salt as a tear;  
And seeing you fly, and the boys marching by,  
There's a shout in the throat and a blur in the eye  
And an aching to live for you always—or die,  
If, dying, we still keep you waving on high.  
And so, by our love  
For you, floating above,  
And the scars of all wars and the sorrows thereof,  
Who gave you the name of Old Glory, and why  
Are we thrilled at the name of Old Glory?

*Then the old banner leaped, like a sail in the blast,  
And fluttered an audible answer at last.*

And it spake, with a shake of the voice, and it said:—  
"By the driven snow white and the living blood red  
Of my bars, and their heaven of stars overhead—  
By the symbol conjoined of them all, skyward cast,  
As I float from the steeple, or flap at the mast,  
Or droop o'er the sod where the long grasses nod—  
My name is as old as the Glory of God.

So I came by the name of Old Glory."

—*James Whitcomb Riley*

### THE AMERICAN FLAG

I  
When Freedom, from her mountain-height,  
Unfurled her standard to the air,  
She tore the azure robe of night,  
And set the stars of glory there.  
She mingled with its gorgeous dyes  
The milky baldric of the skies,  
And striped its pure, celestial white  
With streakings of the morning light;  
Then, from his mansion in the sun,  
She called her eagle bearer down,  
And gave into his mighty hand,  
The symbol of her chosen land.

II

Majestic monarch of the cloud!  
Who rear'st aloft thy regal form,  
To hear the tempest-trumpings loud,  
And see the lightning-lances driven,  
When strive the warriors of the storm,  
And rolls the thunder-drum of heaven—  
Child of the sun! to thee 'tis given  
To guard the banner of the free,  
To hover in the sulphur smoke,  
To ward away the battle-stroke,  
And bid its blendings shine afar,  
Like rainbows on the cloud of war,  
The harbingers of victory!

## III

Flag of the brave! thy folds shall fly,  
 The sign of hope and triumph high,  
 When speaks the signal-trumpet tone,  
 And the long line comes gleaming on:  
 Ere yet the life-blood, warm and wet,  
 Has dimmed the glistening bayonet,  
 Each soldier eye shall brightly turn  
 Where thy sky-born glories burn,  
 And, as his springing steps advance,  
 Catch war and vengeance from the glance;  
 And when the cannon-mouthing loud  
 Heave in wild wreaths the battle-shroud,  
 And gory sabres rise and fall,  
 Like shoots of flame on midnight's pall;  
 Then shall thy meteor-glances glow,  
 And cowering foes shall sink beneath  
 Each gallant arm that strikes below  
 That lovely messenger of death.

## IV

Flag of the seas! on ocean wave  
 Thy stars shall glitter o'er the brave;  
 When death, careering on the gale,  
 Sweeps darkly round the bellied sail,  
 And frightened waves rush wildly back  
 Before the broadside's reeling rack,  
 Each dying wanderer of the sea  
 Shall look at once to heaven and thee,  
 And smile to see thy splendors fly  
 In triumph o'er his closing eye.

## V

Flag of the free heart's hope and home,  
 By angel hands to valor given;  
 Thy stars have lit the welkin dome,  
 And all thy hues were born in heaven.  
 Forever float that standard sheet!  
 Where breathes the foe but falls before us,  
 With Freedom's soil beneath our feet,  
 And Freedom's banner streaming o'er us?

—Joseph Rodman Drake.

## UNION AND LIBERTY

Flag of the heroes who left us their glory,  
Borne thru their battle-fields' thunder and flame,  
Blazoned in song and illumined in story,  
Wave o'er us all who inherit their fame!  
Up with our banner bright,  
Sprinkled with starry light,  
Spread its fair emblems from mountain to shore,  
While thru the sounding sky  
Loud rings the nation's cry,—  
UNION AND LIBERTY! ONE EVERMORE!

Light of our firmament, guide of our nation,  
Pride of her children, and honored afar,  
Let the wide beams of thy full constellation  
Scatter each cloud that would darken a star!

Empire unsceptred! what foe shall assail thee,  
Bearing the standard of Liberty's van?  
Think not the God of thy fathers shall fail thee,  
Striving with men for the birthright of man!

Yet if, by madness and treachery blighted,  
Dawns the dark hour when the sword thou must draw,  
Then with the arms of thy millions united,  
Smite the bold traitors to Freedom and Law!

Lord of the Universe! shield us and guide us,  
Trusting Thee always, thru shadow and sun!  
Thou hast united us, who shall divide us!  
Keep us, O keep us the MANY IN ONE!  
Up with our banner bright,  
Sprinkled with starry light,  
Spread its fair emblems from mountain to shore,  
While thru the sounding sky  
Loud rings the nation's cry,—  
UNION AND LIBERTY! ONE EVERMORE!

—Oliver Wendell Holmes.

## A SONG FOR FLAG DAY

Your flag and my flag,  
And how it flies today  
In your land and my land  
And half a world away!  
Rose-red and blood-red  
The stripes for ever gleam;  
Snow-white and soul-white—  
The good forefathers' dream;

Sky-blue and true blue, with stars to gleam aright—  
The gloried guidon of the day; a shelter thru the night.

Your flag and my flag!  
And, oh, how much it holds—  
Your land and my land—  
Secure within its folds!  
Your heart and my heart  
Beat quicker at the sight;  
Sun-kissed and wind-tossed—  
Red and blue and white.

The one flag—the great flag—the flag for me and you—  
Glorified all else beside—the red and white and blue!

Your flag and my flag!  
To every star and stripe  
The drums beat as hearts beat  
And fifers shrilly pipe!  
Your flag and my flag—  
A blessing in the sky;  
Your hope and my hope—  
It never hid a lie!

Home land and far land and half the world around,  
Old Glory hears our glad salute and ripples to the sound!

—Wilbur D. Nesbit.

# The United States Flag Code

ON Flag Day, June 14, 1923, a National Flag Conference was held in Washington to adopt a code for displaying the flag. The code grew out of the need for uniformity and a common understanding thruout the nation in the use of the flag. A year later the code was revised by the Second National Flag Conference and is now generally accepted. Important points from the code are given in the following pages.

Laws in most states require the United States flag to be displayed over or within every school building, or flown from a staff on the schoolgrounds; local schoolboards are required to use school funds to purchase flags and flagstaffs for their schools. Promotion of respect for the flag and knowledge about it is required in most of the states, usually thru Flag Day observances, salute exercises, or flag programs.

## *How To Display the Flag*



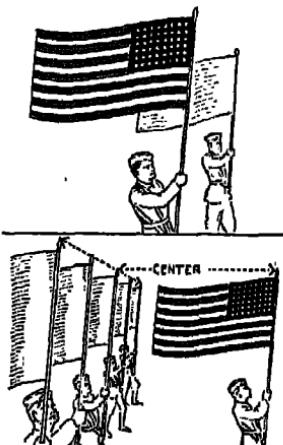
THE FLAG OF THE UNITED STATES OF AMERICA HAS 13 horizontal stripes—7 red and 6 white, alternating—and a union of white stars of 5 points on a blue field in the upper quarter next the staff and extending to the lower edge of the fourth red stripe from the top. The union or canton now contains 48 stars arranged in 6 horizontal and 8 vertical rows, each star with one point upward. On the admission of a state into the Union, a star will be added to the union of the Flag, and such addition will take effect on July 4 next

top. The union or canton now contains 48 stars arranged in 6 horizontal and 8 vertical rows, each star with one point upward. On the admission of a state into the Union, a star will be added to the union of the Flag, and such addition will take effect on July 4 next

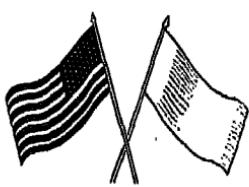
succeeding such admission. The proportions of the Flag as prescribed by Executive Order of President Taft, October 29, 1912, are:

Hoist (width) of Flag	1.
Fly (length) of Flag	1.9
Hoist (width) of union	7/13
Fly (length) of union	0.76
Width of each stripe	1/13
Diameter of each star [i.e. of circle in which it is drawn]	.0616

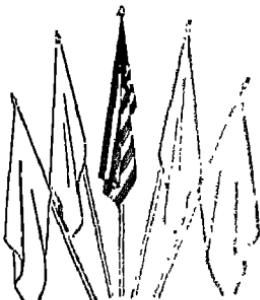
THE FLAG SHOULD BE DISPLAYED ONLY FROM SUNRISE TO SUNSET, or between such hours as may be designated by proper authority. It should be displayed on national and state holidays and on historic occasions. It should be hoisted briskly and lowered slowly and ceremoniously, taking care that it does not touch the ground.



WHEN CARRIED IN A PROCESSION WITH ANOTHER FLAG OR FLAGS, the Flag of the United States of America should be either on the marching right (the Flag's own right, which is the observer's left), or when there is a line of other flags, the Flag may be in front of the center of that line.



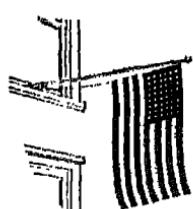
WHEN DISPLAYED WITH ANOTHER FLAG AGAINST A WALL FROM CROSSED STAFFS, the Flag of the United States of America should be on the right, the Flag's own right, and its staff should be in front of the staff of the other flag.



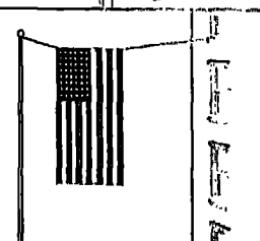
WHEN A NUMBER OF FLAGS ARE GROUPED AND DISPLAYED FROM STAFFS, the Flag of the United States of America should be at the center or at the highest point of the group.



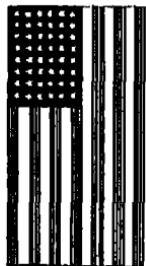
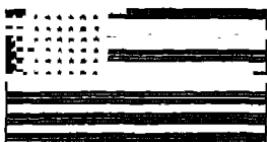
WHEN FLAGS OF STATES OR CITIES OR PENNANTS OF SOCIETIES are flown on the same halyard with the Flag of the United States of America, the latter should always be at the peak. When flown from adjacent staffs, the Flag should be on the right of the line (the observer's left). The flag should be hoisted first, lowered last. No flag or pennant should be placed above or to the right of the Flag.



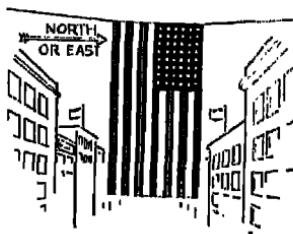
WHEN FLAGS OF TWO OR MORE NATIONS ARE DISPLAYED, they should be flown from separate staffs of the same height, and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.



WHEN THE FLAG IS DISPLAYED FROM A STAFF PROJECTING HORIZONTALLY or at an angle from a window-sill, balcony, or the front of a building, the union of the Flag should go clear to the peak of the staff unless the Flag is at half-mast. When suspended over a sidewalk from a rope, extending from a house to a pole at the edge of the sidewalk, the Flag should be hoisted out towards the pole, union first.



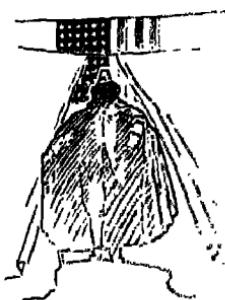
WHEN THE FLAG IS DISPLAYED IN A MANNER OTHER THAN BY BEING FLOWN FROM A STAFF, it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the Flag's own right. It should be displayed in a window in the same way—with the union to the left of the observer in the street. When rosettes or drapings of blue, white, and red, are desired, bunting should be used, but never the Flag.



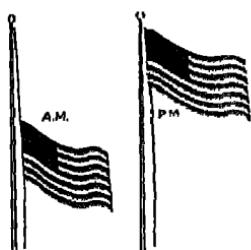
WHEN DISPLAYED OVER THE MIDDLE OF THE STREET, as between buildings, the Flag of the United States of America should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.



WHEN USED ON A SPEAKER'S PLATFORM, the Flag, if displayed flat, should be displayed above and behind the speaker; if flown from a staff, it should be in the position of honor, at the speaker's right. The Flag should never be used to cover the speaker's desk nor to drape over the front of the platform.



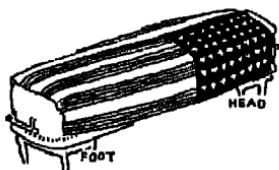
WHEN USED IN CONNECTION WITH THE UNVEILING OF A STATUE OR MONUMENT, the Flag should not be allowed to fall to the ground, but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony. The Flag itself should never be used as covering for the statue.



WHEN FLOWN AT HALF-STAFF, the Flag should be hoisted to the peak for an instant and then lowered to the half-staff position; but before lowering the Flag for the day, it is raised again to the peak. By half-staff or half-mast is meant lowering the Flag some distance, not necessarily halfway, below the top of the staff or mast. On Memorial Day, May 30, the Flag is displayed at half-staff from sunrise until noon and at full-staff from noon until sunset; for the nation lives and the Flag is the symbol of the living nation.



FLAGS FLOWN FROM FIXED STAFFS are placed at half-staff to indicate mourning. When the Flag is displayed on a small staff, as when carried in a parade, mourning is indicated by attaching two streamers of black crepe to the spearhead, allowing the streamers to fall naturally. Crepe is used on the flagstaff only by order of the President of the United States.



WHEN USED TO COVER A CASKET, the Flag should be placed so that the union is at the head and over the left shoulder. The Flag should not be lowered into the grave or allowed to touch the ground. The casket should be carried foot first.



WHEN THE FLAG IS DISPLAYED IN THE BODY OF THE CHURCH, it should be from a staff placed in the position of honor at the congregation's right as they face the clergyman. The service flag, state flag, or other flag should be at the left of the congregation. If in the chancel or on the platform, the Flag should be placed on the clergyman's right as he faces the congregation, and other flags on his left.

### *Cautions in Displaying the Flag*

- [1] Do not display or store the Flag in such manner that it will be soiled or damaged. When no longer in condition for use, the Flag should be destroyed privately and reverently; preferably by burning.
- [2] Do not use the Flag as drapery in any form. Use red, white, and blue bunting.
- [3] Do not display the Flag on a float in a parade except from a staff.
- [4] Do not drape the Flag over the hood, top, sides, or back of a vehicle, railroad train, or boat. When displayed on a motor car, the flagstaff should be affixed firmly to the chassis, or clamped to the radiator cap.
- [5] Do not use the Flag as a portion of a costume or athletic uniform. Do not put it on cushions, handkerchiefs, or boxes.
- [6] Do not put lettering upon the Flag.
- [7] Do not use the Flag in any form of advertising or fasten an advertising sign to a pole from which the Flag is flown.

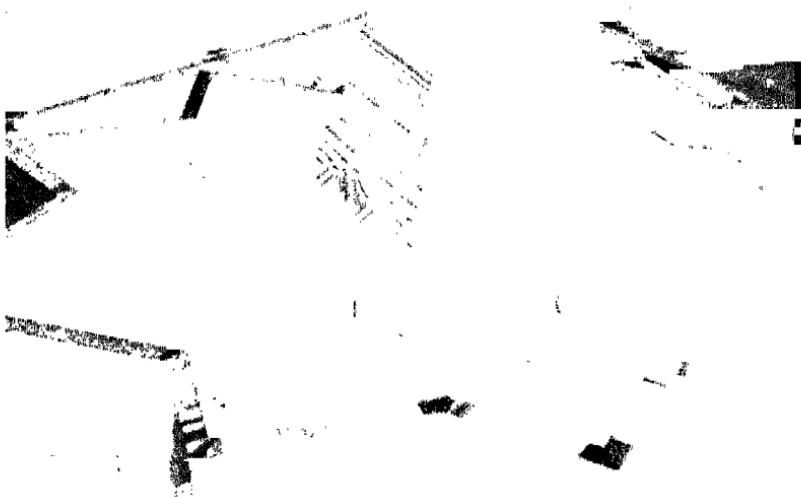
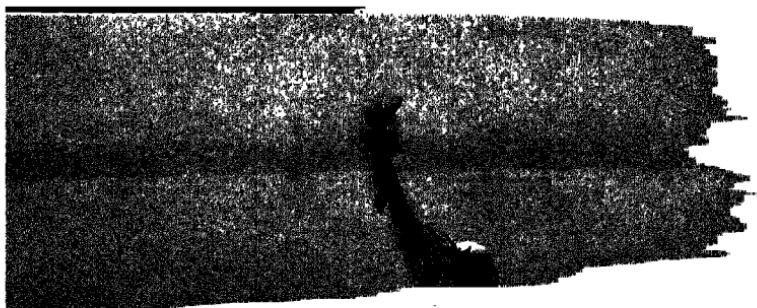
## PART V

# Great Charters of American Democracy

THE STATUE OF LIBERTY, featured on the following page, is the most famous example of colossal art in the world. It is located on Bedloe Island in New York City Harbor and is one of the first sights the newcomer glimpses from ship-board. The sculptor, Frederic Auguste Bartholdi, spent 20 years creating the monument, which as a gift from the French nation to the United States was to commemorate the centennial of American Independence, and perpetuate the friendship which began between the two nations when Lafayette and other Frenchmen cast their lot with the new-world colonies in the cause of freedom.

The Statue was constructed against great odds, both technical and financial. The cost, which was much more than anyone had anticipated, was paid by the French people themselves. At last on July 4, 1884—eight years after the anniversary it was to commemorate—the Statue was completed in Paris and presented to the United States. Funds for the foundation and pedestal were raised by popular subscription in the United States. The Statue was unveiled on October 28, 1886, as the climax of one of the most spectacular celebrations ever held in New York City.

*Photo, Fairchild Aerial Surveys*



## Great Charters of American Democracy

THE good things of life which thru the grace of God and the labor of our ancestors we now enjoy cannot be taken for granted. Civilization must be born anew with each generation. The entire population requires not only knowledge but purpose, spirit, and aspiration. If parents, teachers, and older citizens do not care enough for the institutions we now enjoy to work constantly for their preservation and perfection, how can youth be expected to understand the precious heritage which is ours?

This section is an attempt to bring together certain writings that belong to every American—writings that express the aspirations, ideals, purposes, and spirit of our people so clearly that they should by universal cooperation of parents, teachers, and citizens become the common property of every American youth.

There are several books which may well be read in connection with this section. *The American Canon* by President Daniel L. Marsh of Boston University [Aldine Press, 150 Fifth Avenue, New York, 1939, \$1] interprets seven historic documents against their backgrounds. These writings are the Mayflower Compact, the Declaration of Independence, the Constitution of the United States, Washington's Farewell Address, the Star-Spangled Banner, Lincoln's Second Inaugural Address, and Wilson's *The Road Away from Revolution*.

Forty-four documents of American history are included by Stuart Gerry Brown in his sourcebook, *We Hold These Truths* [Harper, New York, 1941, 351 pages, \$1.50]. Similar in character is a book entitled *In Blood and Ink: The Life and Documents of American Democracy*, by Maury Maverick, former U. S. Congressman [Modern Age Books, New York, 1939, 282p. 75¢.]

If you would know the kind of world which the enemies of democracy can create, read the stirring message of the German exile, Thomas Mann, in his book on *The Coming Victory of Democracy* [Knopf, New York, 1938, 70 pages, \$1]. Two little books on American aims and problems, written in simple, direct language, are *The American Primer* by Dorsha Hayes [Alliance Book Corporation, New York, 1941, 152 pages, \$1.50]; and *America* by David Cushman Coyle [National Home Library Foundation, Washington, D. C. 1941, 91p. 25¢.]

To take place along with these, read Eleanor Roosevelt's *The Moral Basis of Democracy* [Howell, Soskin and Company, New York, 1940, 82 pages, \$1.50] and Lewis Mumford's *Faith for Living* [Harcourt, Brace and Company, New York, 1940, 333 pages, \$2]. The latter deals with the fundamental values of civilization frankly and comprehensively. It is a challenge to face the present plight of humanity—grim and terrible as it is—with a program of corrective action, which requires selfdiscipline and selfsacrifice. Says the author, "My procedure [in writing this book] has been based on the belief that some common agreement as to what life means, what is worth fighting for, and for what, in extremity, one must die quite cheerfully, is the first step toward a restored national morale."

## *Religious Ideals the Foundation*

THE American concept of democracy in government had its roots in religious belief. As Mrs. Eleanor Roosevelt points out in *The Moral Basis of Democracy*: "The principle of the responsibility of the individual for the wellbeing of his neighbors which is akin to: 'Love thy neighbor as thyself,' in the Bible, seems always to have been a part of the development of the democratic ideal which has differentiated it from all other forms of government." This ideal of the brotherhood of man roots down into the fundamentals of religion. The teachings of the Hebrew Prophets and of Jesus Christ inculcate the idea of brotherhood. The growth of the idea gave us the concept of democracy in government. It ennobled home life. It emphasized the sacredness of human personality and gave rise to the idea of personal rights which all mankind should respect. It led to the doctrine of equality of opportunity.

Is it not plain that what the world needs just now is a new devotion to the great religious ideals? In statecraft, in business, in industry, in law, in the church, in science, or in teaching, can anything be more intensely fruitful and practical than a renewed faith in the higher and finer things of life? As Woodrow Wilson points out in *The Road Away from Revolution*:

"Our civilization cannot survive materially unless it be redeemed spiritually. It can be saved only by becoming permeated with the spirit of Christ and being made free and happy by the practices which spring

out of that spirit. Only thus can discontent be driven out and all the shadows lifted from the road ahead."

The following quotations from the Bible are perhaps best expressive of the religious spirit:

### *The Golden Rule*

Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.—*Matthew 7:12*.

### *The Ten Commandments*

- [1] Thou shalt have no other Gods before me.
- [2] Thou shalt not make unto thee any graven image.
- [3] Thou shalt not take the name of the Lord thy God in vain.
- [4] Remember the Sabbath day, to keep it holy.
- [5] Honor thy father and thy mother.
- [6] Thou shalt not kill.
- [7] Thou shalt not commit adultery.
- [8] Thou shalt not steal.
- [9] Thou shalt not bear false witness against thy neighbor.
- [10] Thou shalt not covet anything that is thy neighbor's.—*Exodus 20:3-17*.

### *The Great Commandments*

Jesus said unto him, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind. This is the first and great commandment. And the second is like unto it, 'Thou shalt love thy neighbor as thyself.'”—*Matthew 22:37-39*.

*The Greatest Thing in the World*

Tho I speak with the tongues of men and of angels, and have not love, I am become as sounding brass, or a tinkling cymbal. And tho I have the gift of prophecy, and understand all mysteries, and all knowledge; and tho I have all faith, so that I could remove mountains, and have not love, I am nothing. And tho I bestow all my goods to feed the poor, and tho I give my body to be burned, and have not love, it profiteth me nothing. Love suffereth long, and is kind; love envieth not; love vaunteth not itself, is not puffed up, Doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil; Rejoiceth not in iniquity, but rejoiceth in the truth; Beareth all things, believeth all things, hopeth all things, endureth all things. Love never faileth: but whether there be prophecies, they shall fail; whether there be tongues, they shall cease; whether there be knowledge, it shall vanish away. For we know in part, and we prophesy in part. But when that which is perfect is come, then that which is in part shall be done away. When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things. For now we see thru a glass, darkly; but then face to face: now I know in part; but then shall I know even as also I am known. And now abideth faith, hope, love, these three; but the greatest of these is love.—*I Corinthians 13.*

# Magna Charta, Charter of Liberties

THE United States is a democracy, a country in which the people or their representatives make their own laws and choose their leaders. Many of these American liberties had their beginnings in England with the signing of Magna Charta, one of the first great milestones of political freedom. This document, granted June 15, 1215, by King John to the barons, fixed in writing a recognition of the rights of the people so that kings could no longer override them at will. In the original Latin the charter contains about 3500 words and over 5000 when translated into English. Historians and scholars have divided it into 63 "chapters" or articles, many of which were temporary in influence. The nine points on which the English judicial system is based were summarized by William Penn in 1687:

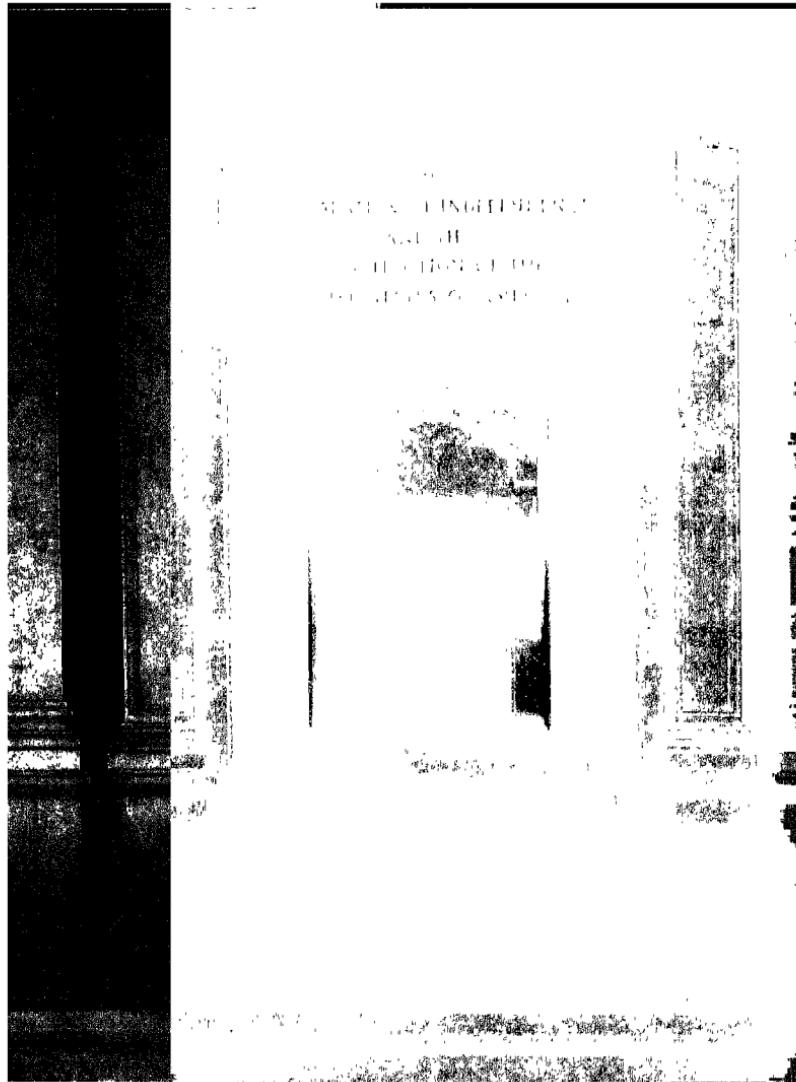
- [1] No man shall be taken or imprisoned
- [2] No man shall be disseised [dispossessed of land]
- [3] No man shall be outlawed [from the privileges of the law]
- [4] No man shall be banished
- [5] No man shall in any sort be destroyed
- [6] No man shall be condemned but by the judgment of his peers  
[trial by jury]
- [7] We shall SELL to no man justice or right
- [8] We shall DENY to no man justice or right
- [9] We shall DEFER to no man justice or right.

Other important articles were those which limited the king in taxation: "No scutage or aid shall be imposed in our kingdom unless by the general council of our kingdom."

## The Mayflower Compact

AS THE spirit of liberty grew stronger in England—religious oppression making it keener—little bands began to brave uncharted seas to new America where they would have freedom of thought and action. They brought with them such ideals as those stated in the Magna Charta. In Cape Cod Bay [now Provincetown] on board the *Mayflower*, was signed on November 11, 1620, a compact in which the Pilgrim Fathers voluntarily agreed on selfgovernment. Governor Bradford thus describes the event: "This day before we came to harbor, observing some now well affected to unity and concord, but gave some appearance of faction, it was thought that there should be an association and agreement, that we should combine together in one body, and to submit to such government and governors as we should by common consent agree to make and choose, and set our hands to this that follows:

"In the name of God, Amen. We, whose names are underwritten, the loyal subjects of our dread sovereign Lord, King James, by the grace of God of Great Britain, France, & Ireland King, defender of the faith, etc., having undertaken for the glory of God and advancement of the Christian faith, and the honor of our King and country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents, solemnly and mutually in the presence of God and one another, covenant and combine ourselves together into a civil body politic for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof do enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony; unto which we promise all due submission and obedience."



*The Shrine of American Liberty—On the second floor of the Library of Congress in Washington, D. C., are kept the originals of the Declaration of Independence and the Constitution of the United States. Hundreds of visitors stop at this well-guarded spot where they are on display. The Declaration is in the wall cabinet protected from fading by yellow glass; the floor case holds the Constitution.*

## The Story of the Declaration of Independence

EACH year thousands of visitors to the nation's capital look with reverent interest upon the precious documents of American liberty as they are preserved in the shrine pictured on the opposite page. We do well to read again and again these two great documents, and thus to renew our faith in democracy and our devotion to the American way of life.

The two documents should always be considered together, for as John Quincy Adams said a hundred years ago, the Constitution is the complement of the earlier Declaration, founded upon the same principles, but providing the means by which they could be carried out. The citizen should also remember the background of history which shaped these two documents: the growing difficulties between the American colonies and Great Britain during the third quarter of the 18th century; the gradual spread of the idea of complete separation from the mother country; the Declaration of Independence in 1776; the long hard years of the Revolutionary War; the anxious days during which the Constitution was drafted and finally adopted by the Constitutional Convention in 1787.

Coloring these events are the leaders who helped shape the thought of the people: Thomas Paine, Patrick Henry, Samuel Adams, Thomas Jefferson, George Washington, Franklin, Madison, Hamilton, and others.

Keep in mind that at the first Continental Congress, held in 1774, separation from the mother country was not yet considered. The colonial representatives used their right of petition to state their grievances to England.

In January 1776 Tom Paine's pamphlet, *Common Sense*, was published. Thomas Jefferson called this pamphlet "one of the most powerful and influential pamphlets ever published in the English language." Paine wrote, in popular form, the practical ideas of representative government which could be established upon this continent. His pamphlet stirred thousands of colonists to demand freedom from Britain. In May, Virginia set up an independent state, adopted a bill of rights, and put the power of government in the hands of the people.

On July 4, the Second Continental Congress voted to adopt the Declaration of Independence which had been drawn up by Thomas Jefferson with the suggestions of a committee including Benjamin Franklin, John Adams, Robert R. Livingston, and Roger Sherman. This Declaration stated that "all men are created equal" and that they have certain "unalienable rights" including the right to "life, liberty, and the pursuit of happiness." The Declaration was signed in the State House at Philadelphia which thereafter was known as Independence Hall [pictured on page 184], and here on July 8 the Liberty Bell proclaimed the adoption of the Declaration to all the people. The Bell, now on view in the Hall, bears the following inscription: *Proclaim Liberty throughout all the land unto all the inhabitants thereof.*

—LEV. xxv, 10.

## THE DECLARATION OF INDEPENDENCE

*A Declaration by the Representatives of the United States  
of America, in Congress Assembled, July 4, 1776*

WHEN in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem, most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience has shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to

reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these states. To prove this, let facts be submitted to a candid world.

He has refused his assent to laws, the most wholesome and necessary for the public good.

He has forbidden his governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the state re-

maining in the meantime, exposed to all the dangers of invasions from without, and convulsions within.

He has endeavored to prevent the population of these states; for that purpose obstructing the laws for the naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

He has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

He has kept among us in times of peace, standing armies without the consent of our legislatures.

He has affected to render the military independent of and superior to the civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

For quartering large bodies of armed troops among us;

For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these states;

For cutting off our trade with all parts of the world;

For imposing taxes on us without our consent;

For depriving us, in many cases, of the benefits of trial by jury;

For transporting us beyond seas to be tried for pretended offences;

For abolishing the free system of English laws in a neighboring province, establishing therein an arbitrary government, and enlarging its boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

For taking away our charters, abolishing our most valuable laws, and altering fundamentally the forms of our governments;

For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated government here, by declaring us out of his protection and waging war against us.

He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people.

He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

He has constrained our fellow-citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

He has excited domestic insurrections among us, and has endeavored to bring on the inhabitants of our frontiers, the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.



*From the painting by Rembrandt Peale*

### THOMAS JEFFERSON, 1743-1826

*Thomas Jefferson, third President of the United States, was born at Shadwell, Virginia, April 13, 1743. Educated at William and Mary College, he was admitted to the bar in 1767. In 1779 he succeeded Patrick Henry as governor of Virginia. Until 1789 he was in France, as Franklin's successor as minister. Under President Washington he became Secretary of State and was elected to the Presidency in 1801 and again in 1804. The Louisiana Purchase was made during his administration. He died July 4, 1826, the fiftieth anniversary of the signing of the Declaration of Independence, and on the same day as Second President John Adams. Jefferson had written his own epitaph: "Here was buried Thomas Jefferson, author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia."*

In every stage of these oppressions we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people.

Nor have we been wanting in attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

We, therefore, the representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by authority of the good people of these colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be, free and independent states; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract

alliances, establish commerce, and do all other acts and things which independent states may of right do. And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

*Signed by Order and in Behalf of the Congress,*

John Hancock, President.

Attest. Charles Thomson, Secretary.

NEW HAMPSHIRE

Josiah Bartlett  
William Whipple  
Matthew Thornton

MASSACHUSETTS  
BAY

Samuel Adams  
John Adams  
Robert Treat Paine  
Elbridge Gerry

RHODE ISLAND

Stephen Hopkins  
William Ellery

CONNECTICUT

Roger Sherman  
Samuel Huntington  
William Williams  
Oliver Wolcott

NEW YORK

William Floyd  
Philip Livingston  
Francis Lewis  
Lewis Morris

NEW JERSEY

Richard Stockton  
John Witherspoon  
Francis Hopkinson  
John Hart

PENNSYLVANIA

Robert Morris  
Benjamin Rush  
Benjamin Franklin  
John Morton  
George Clymer  
James Smith  
George Taylor  
James Wilson  
George Ross

DELAWARE

Caesar Rodney  
George Read  
Thomas McKean

MARYLAND

Samuel Chase  
William Paca  
Thomas Stone  
Charles Carroll

VIRGINIA

George Wythe  
Richard Henry Lee  
Thomas Jefferson  
Benjamin Harrison  
Thomas Nelson, Jr.  
Francis Lightfoot Lee  
Carter Braxton

NORTH CAROLINA

William Hooper  
Joseph Hewes  
John Penn

SOUTH CAROLINA

Edward Rutledge  
Thomas Heyward, Jr.  
Thomas Lynch, Jr.  
Arthur Middleton

GEORGIA

Button Gwinnett  
Lyman Hall  
George Walton



*Independence Hall in Philadelphia where the Declaration of Independence was signed and where the Constitutional Convention met in 1787. The monument in front is that of Commodore John Barry.*

## The Story of the Constitution

THE Revolutionary War which followed the Declaration of Independence dragged along thru weary years of uncertainty and suffering to be finally terminated by the surrender of Yorktown on October 19, 1781, and the Treaty of Peace signed in 1783. The new nation drew up the Articles of Confederation, which proved almost as weak a machinery for the government of the newly created states as the League of Nations has proved for the world of the twentieth century. But the Articles did serve as a transition government to tide the new nation along until the Constitution could be put into force.

The framers of the Constitution met in May 1787 at Independence Hall [pictured on the preceding page]. They encountered problems of the most complicated nature. The world was not accustomed to democracy. The selfgovernment of nations seemed to be a mere dream. Yet in 87 working days, the delegates by September 17, 1787, had completed the framework of a system that was "new in human experience, well-suited to the American situation, equitable as between states, and so wisely conceived that it has survived over 150 years, during which all important nations of the world have revised their forms of government." Small wonder that the English statesman, Gladstone, declared that "the American Constitution is, so far as I can see, the most wonderful work ever struck off at a given time by the brain and purpose of man."

George Washington, hero of the Revolutionary War, who had presided with wisdom and patience over the meetings of the delegates, was directed to send the new Constitution to the Congress of the Confederation. The fight for adoption was long and bitter. From the many pamphlets that were prepared for and against adoption came a series of articles known as *The Federalist*, a classic that has come down to us as a monumental work on the nature of our government.

The first state to ratify the Constitution was Delaware on December 7, 1787. Pennsylvania approved it on December 12; next New Jersey, then Georgia, Connecticut, Massachusetts, Maryland, and South Carolina. With ratification by the ninth state, New Hampshire, the Constitution became effective in the nine states which had approved it. Virginia was the tenth state to accept it, and New York the eleventh. North Carolina and Rhode Island refused to act. It was not until after the new government was organized and Washington was President that these two states came into the Union.

The struggle to adopt the Constitution may well be regarded as one of the major political conflicts in the history of our country. The debates and discussions on the new government constituted our first great school of democracy.

The Constitution is written so that everyone can understand its meaning. It can be read in 15 minutes. It should be, as William Hickey called it, "the fireside companion of the American citizen." For the convenience of the reader, headings have been added in the following version, and spelling and capitalization have been changed to conform to modern usage.

# THE CONSTITUTION OF THE UNITED STATES

## *Preamble*

WE THE PEOPLE of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

## ARTICLE I

### *Legislative Department*

#### SECTION 1. *Congress*

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

#### SECTION 2. *House of Representatives*

[1] *Election and term of members.* The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

[2] *Qualifications of members.* No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

[3] *Apportionment of representatives and of direct*

*taxes.* [Representatives and direct taxes shall be apportioned among the several states which may be included within this Union, according to their respective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons.]<sup>1</sup> The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one representative; [and until such enumeration shall be made, the State of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.]<sup>2</sup>

[4] *Filling vacancies.* When vacancies happen in the representation from any state, the Executive authority thereof shall issue writs of election to fill such vacancies.

[5] *Officers; power of impeachment.* The House of Representatives shall choose their Speaker and other officers; and shall have the sole power of impeachment.

### SECTION 3. *Senate*

[1] *Number and election of members.* The Senate of the United States shall be composed of two Senators

<sup>1</sup> The final word "persons" refers to slaves. This sentence has been modified by the Fourteenth Amendment.

<sup>2</sup> Obsolete since 1793.

from each state, chosen [by the legislature thereof],<sup>3</sup> for six years; and each Senator shall have one vote.

[2] *Classification.* Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one-third may be chosen every second year; [and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the Executive thereof may make temporary appointments until the next meeting of the legislature, which shall then fill such vacancies.]<sup>4</sup>

[3] *Qualifications of members.* No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

[4] *President of the Senate.* The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided.

[5] *Other officers.* The Senate shall choose their other officers, and also a President *pro tempore*, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

[6] *Trials of impeachment.* The Senate shall have the sole power to try all impeachments. When sitting for

<sup>3</sup> The method of electing Senators was changed by the Seventeenth Amendment.

<sup>4</sup> The method of filling Senatorial vacancies was modified by the Seventeenth Amendment.

that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

[7] *Judgment of convicted official.* Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment and punishment, according to law.

#### SECTION 4. *Both Houses*

[1] *Method of holding elections.* The times, places and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof; but the Congress may at any time by law make or alter such regulations, [except as to the places of choosing Senators.]<sup>5</sup>

[2] *Meetings of Congress.* [The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.]<sup>6</sup>

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<sup>5</sup> This was to prevent Congress from fixing the meeting places of state legislatures. The Seventeenth Amendment changed the condition.

<sup>6</sup> Changed by the Twentieth Amendment. The December session was done away with, and Congress now meets on January 3.

### SECTION 5. *The Houses Separately*

[1] *Organization.* Each House shall be the judge of the elections, returns and qualifications of its own members, and a majority of each shall constitute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties, as each House may provide.

[2] *Rules of procedure.* Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and with the concurrence of two-thirds, expel a member.

[3] *Journal of proceedings.* Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one-fifth of those present, be entered on the journal.

[4] *Adjournment.* Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

### SECTION 6. *Privileges and Disabilities of Members*

[1] *Compensation and privileges.* The Senators and Representatives shall receive a compensation for their services, to be ascertained by law and paid out of the treasury of the United States. They shall in all cases except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning

from the same; and for any speech or debate in either House, they shall not be questioned in any other place.

[2] *Holding other public office forbidden.* No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased, during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

#### *SECTION 7. Manner of Making Laws*

[1] *Revenue bills.* All bills for raising revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills.

[2] *How bills become laws.* Every bill which shall have passed the House of Representatives and the Senate, shall, before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it with his objections to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and, if approved by two-thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not

be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

[3] *Approval by the President.* Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment) shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him, shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

#### SECTION 8. *Powers Granted to Congress*

1-17. The Congress shall have power:

[1] To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform thruout the United States;

[2] To borrow money on the credit of the United States;

[3] To regulate commerce with foreign nations, and among the several states, and with the Indian tribes;

[4] To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies thruout the United States;

[5] To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

- [6] To provide for the punishment of counterfeiting the securities and current coin of the United States;
- [7] To establish post offices and post roads;
- [8] To promote the progress of science and useful arts by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries;
- [9] To constitute tribunals inferior to the Supreme Court;
- [10] To define and punish piracies and felonies committed on the high seas and offenses against the law of nations;
- [11] To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;
- [12] To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;
- [13] To provide and maintain a navy;
- [14] To make rules for the government and regulation of the land and naval forces;
- [15] To provide for calling forth the militia to execute the laws of the Union, suppress insurrections, and repel invasions;
- [16] To provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;
- [17] To exercise exclusive legislation in all cases what-

soever, over such district (not exceeding ten miles square) as may, by cession of particular states, and the acceptance of Congress, become the seat of the government of the United States,<sup>7</sup> and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dock-yards, and other needful buildings; and

[18] *Implied powers.* To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the government of the United States, or in any department or office thereof.<sup>8</sup>

#### SECTION 9. *Powers Forbidden to the United States*<sup>9</sup>

[1] The migration or importation of such persons as any of the states now existing shall think proper to admit shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight; but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.<sup>10</sup>

[2] The privilege of the writ of *habeas corpus* shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

<sup>7</sup> Gives the federal government its authority over the District of Columbia.

<sup>8</sup> This is the famous so-called "elastic clause" of the Constitution.

<sup>9</sup> Other powers forbidden to the United States are found in Amendments One to Ten.

<sup>10</sup> This paragraph refers to the slave trade, which was prohibited by Congress after 1808. The only force of the clause at present is to authorize a tax on immigrants.

[3] No bill of attainder or *ex post facto* law shall be passed.

[4] [No capitation, or other direct tax shall be laid, unless in proportion to the census or enumeration herein-before directed to be taken.] <sup>11</sup>

[5] No tax or duty shall be laid on articles exported from any state.

[6] No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to, or from, one state, be obliged to enter, clear, or pay duties in another.

[7] No money shall be drawn from the treasury, but in consequence of appropriations made by law; and a regular statement and account of the receipts and expenditures of all public money shall be published from time to time.

[8] No title of nobility shall be granted by the United States; and no person holding any office of profit or trust under them, shall, without the consent of the Congress, accept of any present, emolument, office, or title, of any kind whatever, from any king, prince, or foreign state.

#### SECTION 10. *Various Powers Denied the States*

[1] No state shall enter into any treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; emit bills of credit; make anything but gold and silver coin a tender in payment of debts; pass any bill of attainder, *ex post facto* law, or law impairing the obligation of contracts, or grant any title of nobility.

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<sup>11</sup> Modified by the Sixteenth Amendment establishing a Federal Income Tax.

[2] No state shall, without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

[3] No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state, or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

## ARTICLE II

### *Executive Department*

#### *SECTION 1. President and Vice-President*

[1] *Term of office.* The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and together with the Vice-President, chosen for the same term, be elected as follows:

[2] *Electors.* Each state shall appoint, in such manner as the legislature thereof may direct, a number of electors, equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

*Original method of electing President and Vice-President.* [The electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority, and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.] <sup>12</sup>

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<sup>12</sup> This paragraph has been superseded by the Twelfth Amendment.

[3] *Time of choosing electors.* The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same thruout the United States.<sup>13</sup>

[4] *Qualifications of the President.* No person except a natural born citizen, [or a citizen of the United States, at the time of the adoption of this Constitution,]<sup>14</sup> shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

[5] *Vacancy.* In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation, or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.<sup>15</sup>

[6] *The President's salary.* The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he

<sup>13</sup> Since the passage of the Twentieth Amendment, the electors vote, by Act of Congress, on the first Monday after the second Wednesday in December. Ballots are sent to the President of the Senate before the fourth Wednesday in December. Congress counts the votes on January 6, following.

<sup>14</sup> Obsolete.

<sup>15</sup> In 1886 Congress passed the Presidential Succession Act establishing the order of succession by Cabinet officers in case of the death or disability of both President and Vice-President.

shall not receive within that period any other emolument from the United States, or any of them.

[7] *The Presidential oath of office.* Before he enter on the execution of his office, he shall take the following oath or affirmation: "I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

## *SECTION 2. Powers of the President*

[1] *Military powers; reprieves and pardons.* The President shall be commander-in-chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offences against the United States, except in cases of impeachment.

[2] *Treaties; appointments.* He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such in-

ferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

[3] *Filling of vacancies.* The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

#### SECTION 3. *Duties of the President*

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

#### SECTION 4. *Impeachment*

The President, Vice-President, and all civil officers of the United States, shall be removed from office on impeachment for, and on conviction of, treason, bribery, or other high crimes and misdemeanors.

## ARTICLE III

*Judicial Department*SECTION 1. *United States Courts*

The judicial power of the United States shall be vested in one Supreme Court, and in such inferior courts as Congress may from time to time ordain and establish. The judges, both of the supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services, a compensation, which shall not be diminished during their continuance in office.

SECTION 2. *Jurisdiction of United States Courts*

[1] *Federal courts in general.* The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made or which shall be made, under their authority;—to all cases affecting ambassadors, other public ministers and consuls;—to all cases of admiralty and maritime jurisdiction;—to controversies to which the United States shall be a party;—to controversies between two or more states;—between a state and citizens of another state;<sup>10</sup>—between citizens of different states;—between citizens of the same state claiming lands under grants of different states, and between a state, or the citizens thereof, and foreign states, citizens or subjects.

[2] *The Supreme Court.* In all cases affecting ambassadors, other public ministers and consuls, and those in

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<sup>10</sup> The Eleventh Amendment restricts this clause to suits by a state against citizens of another state.

which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

[3] *Rules respecting trials.* The trial of all crimes, except in cases of impeachment, shall be by jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

### SECTION 3. *Treason*

[1] *Definition of treason.* Treason against the United States shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

[2] *Punishment of treason.* The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood, or forfeiture except during the life of the person attainted.

## ARTICLE IV

### *Relations of the States*

#### SECTION 1. *Full Credit to Official Acts*

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws pre-

scribe the manner in which such acts, records, and proceedings shall be proved, and the effect thereof.

### *SECTION 2. Privileges of Citizens*

[1] *In general.* The citizens of each state shall be entitled to all privileges and immunities of citizens in the several states.

[2] *Return of fugitives from justice.* A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

[3] *Fugitive slaves.* [No person held to service or labor in one state, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.]<sup>17</sup>

### *SECTION 3. New States and Territories*

[1] *Admission of new states.* New states may be admitted by the Congress into this Union; but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

[2] *Power of Congress over territory and property of*

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<sup>17</sup> This paragraph was the basis of the Fugitive Slave Laws. It was practically superseded by the Thirteenth Amendment which prohibits slavery.

*the United States.* The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States; and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

#### *SECTION 4. Protection to the States*

The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

### ARTICLE V

#### *Amendments to the Constitution*

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided [that no amendments which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and]<sup>18</sup> that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

<sup>18</sup> Obsolete since 1808.

## ARTICLE VI

*General Provisions*

[1] *Public debts valid.* All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

[2] *The Constitution supreme.* This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding.

[3] *Official oath; no religious test.* The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

## ARTICLE VII

*Ratification*

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in Convention by the unanimous consent of the states present, the seventeenth day of September in the year of our Lord one thousand seven hundred and eighty-seven and of the Independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names.

George Washington, President, and Deputy from Virginia.

*Attested,* William Jackson, Secretary

NEW HAMPSHIRE

John Langdon  
Nicholas Gilman

MASSACHUSETTS

Nathaniel Gorham  
Rufus King

CONNECTICUT

William Samuel Johnson  
Roger Sherman

NEW YORK

Alexander Hamilton

NEW JERSEY

William Livingston  
David Brearley  
William Paterson  
Jonathan Dayton

PENNSYLVANIA

Benjamin Franklin  
Thomas Mifflin  
Robert Morris  
George Clymer  
Thomas FitzSimons  
Jared Ingersoll  
James Wilson  
Gouverneur Morris

DELAWARE

George Read  
Gunning Bedford, Jr.  
John Dickinson  
Richard Bassett  
Jacob Broom

MARYLAND

James McHenry  
Daniel of St. Thomas Jenifer  
Daniel Carroll

VIRGINIA

John Blair  
James Madison, Jr.

NORTH CAROLINA

William Blount  
Richard Dobbs Spaight  
Hugh Williamson

SOUTH CAROLINA

John Rutledge  
Charles Cotesworth Pinckney  
Charles Pinckney  
Pierce Butler

GEORGIA

William Few  
Abraham Baldwin

**AMENDMENTS TO THE CONSTITUTION***The Bill of Rights—Amendments I-X<sup>20</sup>**Adopted 1791***AMENDMENT I***Freedom of Religion, Speech, Press, Assembly, and Petition*

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**AMENDMENT II***Right To Bear Arms*

A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

**AMENDMENT III***Quartering of Soldiers*

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

<sup>20</sup> The first ten amendments were adopted at one time within three years after the Constitution was ratified. They are often called the American Bill of Rights because their purpose is to safeguard more fully the rights of the people and of the states.

## AMENDMENT IV

*Protection Against Search and Seizure*

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

## AMENDMENT V

*Right to Due Process of Law*

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

## AMENDMENT VI

*Rights of Trial by Jury, Counsel*

In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and

cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

#### AMENDMENT VII

##### *Suits at Common Law*

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise reexamined in any court of the United States, than according to the rules of the common law.

#### AMENDMENT VIII

##### *Bail, Fines, and Punishments*

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

#### AMENDMENT IX

##### *Rights Retained by the People*

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

#### AMENDMENT X

##### *Powers Reserved to the States or the People*

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

[End of Bill of Rights]

## AMENDMENT XI

[Adopted 1798]

*Limiting Federal Judicial Powers Against States*

The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another state, or by citizens or subjects of any foreign state.<sup>21</sup>

## AMENDMENT XII

[Adopted 1804]

*Election of President and Vice-President*

The electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of government of the United States, directed to the President of the Senate;—the President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted; the person having the greatest number of votes for President shall be the President, if such number be a majority of the whole number of electors appointed; and if no person have such majority, then from the persons having the

<sup>21</sup> This amendment modifies Paragraph 1, Section 2, Article III, of the original Constitution.

highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately, by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President. —The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States.<sup>22</sup>

#### AMENDMENT XIII

[*Adopted 1865*]

#### *Abolition of Slavery*

**SECTION 1. *Slavery abolished.*** Neither slavery nor involuntary servitude, except as a punishment for crime

<sup>22</sup> This amendment replaces the major portion of Paragraph 2, Section 1, Article II, of the original Constitution.

whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2. *Enforcement.* Congress shall have power to enforce this article by appropriate legislation.

#### AMENDMENT XIV

[*Adopted 1868*]

#### *Citizenship, Representation, and the Public Debt*

SECTION 1. *National and state citizenship.* All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 2. *Apportionment of Representatives.* Representatives shall be apportioned among the several states according to their respective numbers, counting the whole number of persons in each state, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice-President of the United States, Representatives in Congress, the executive and judicial officers of a state, or the members of the legislature thereof, is denied to any of the male inhabitants of such state, being twenty-one years of age and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens

shall bear to the whole number of male citizens twenty-one years of age in such state.<sup>23</sup>

**SECTION 3. *Loss of political privilege.*** No person shall be a Senator or Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any state, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any state legislature, or as an executive or judicial officer of any state, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by vote of two-thirds of each House, remove such disability.<sup>24</sup>

**SECTION 4. *Validity of public debts.*** The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any state shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations, and claims shall be held illegal and void.

**SECTION 5. *Enforcement.*** The Congress shall have power to enforce by appropriate legislation the provisions of this article.

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<sup>23</sup> Sections 1 and 2 of this amendment modify Paragraph 3, Section 2, Article I, of the original Constitution.

<sup>24</sup> Section 3 of this amendment supplements Paragraph 2, Section 2, Article I; Paragraph 3, Section 3, Article I; and Paragraph 2, Section 1, Article II, of the original Constitution.

## AMENDMENT XV

[*Adopted 1870*]*Negro Suffrage*

SECTION 1. *Right to vote affirmed.* The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

SECTION 2. *Enforcement.* The Congress shall have power to enforce this article by appropriate legislation.

## AMENDMENT XVI

[*Adopted 1913*]*Income Tax*

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several states, and without regard to any census or enumeration.<sup>26</sup>

## AMENDMENT XVII

[*Adopted 1913*]*Direct Election of Senators*

[1] *Election by the people.* The Senate of the United States shall be composed of two Senators from each state, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each state shall have the qualifications requisite for electors of the most numerous branch of the state legislatures.

[2] *Vacancies.* When vacancies happen in the representation of any state in the Senate, the executive au-

<sup>26</sup> This amendment modifies Paragraph 4, Section 9, Article I, of the original Constitution.

thority of such state shall issue writs of election to fill such vacancies: Provided that the legislature of any state may empower the executive therof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

[3] *Not retroactive.* This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution.<sup>26</sup>

#### AMENDMENT XVIII

[*Adopted 1919*]

#### *National Prohibition*

SECTION 1. *Intoxicating liquors prohibited.* After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from, the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

SECTION 2. *Enforcement.* The Congress and the several states shall have concurrent power to enforce this article by appropriate legislation.

SECTION 3. *Limited time for ratification.* This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.<sup>27</sup>

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<sup>26</sup> This amendment modifies Paragraphs 1 and 2, Section 3, Article I, and Paragraph 1, Section 4, Article I, of the original Constitution.

<sup>27</sup> This amendment was repealed by the Twenty-first Amendment.

**AMENDMENT XIX**  
[*Adopted 1920*]**Woman Suffrage**

**SECTION 1.** *Right to vote affirmed.* The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of sex.

**SECTION 2.** *Enforcement.* The Congress shall have power to enforce this article by appropriate legislation.

**AMENDMENT XX**  
[*Adopted 1933*]***Abolishing the "Lame-duck" Session of Congress***

**SECTION 1.** *Terms of President, Vice-President, and members of Congress.* The terms of the President and Vice-President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3rd day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.<sup>28</sup>

**SECTION 2.** *Meetings of Congress.* The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.<sup>29</sup>

**SECTION 3.** *Succession to the Presidency.* If, at the

<sup>28</sup> Thus defeated Congressmen do not hold over to attend a "lame-duck" session.

<sup>29</sup> This section modifies Paragraph 2, Section 4, Article I, of the original Constitution.

time fixed for the beginning of the term of the President, the President elect shall have died, the Vice-President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice-President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice-President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice-President shall have qualified.

**SECTION 4.** The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice-President whenever the right of choice shall have devolved upon them.<sup>80</sup>

**SECTION 5.** *When effective.* Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

**SECTION 6.** *Limited time for ratification.* This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several states within seven years from the date of its submission.

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<sup>80</sup> Sections 3 and 4 supplement Paragraph 5, Section 1, Article II, of the original Constitution, and Amendment XII.

## AMENDMENT XXI

[Adopted 1933]

*Repeal of National Prohibition*

SECTION 1. *Repealing the Eighteenth Amendment.* The Eighteenth article of amendment to the Constitution of the United States is hereby repealed.

SECTION 2. *Protection of states.* The transportation or importation into any state, territory, or possession of the United States for delivery or use therein of intoxicating liquors in violation of the laws thereof is hereby prohibited.

SECTION 3. *Ratification by state conventions within limited time.* This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by convention in the several states, as provided in the Constitution, within seven years from the date of the submission hereof to the states by the Congress.

## AMENDMENT XXII

[Pending]<sup>31</sup>*Child Labor Amendment*

SECTION 1. The Congress shall have power to limit, regulate, and prohibit the labor of persons under eighteen years of age.

SECTION 2. The power of the several states is unimpaired by this article except that the operation of state laws shall be suspended to the extent necessary to give effect to legislation enacted by the Congress.

<sup>31</sup> This proposed amendment, submitted to the states in 1924, has been ratified by twenty-eight states. It is an enabling act, giving Congress power to pass federal child-labor legislation.

*This Constitution of Ours*

- [1] Allen, Florence E. *This Constitution of Ours*. G. P. Putnam's Sons, New York, 1940, 198p. \$2.
- [2] Beard, Charles A. *An Economic Interpretation of the Constitution of the United States*. Macmillan, New York, 1913.
- [3] Bloom, Sol. *The Story of the Constitution*. United States Sesquicentennial Commission, Washington, D. C., 1937, 192p.
- [4] Brant, Irving. *Storm over the Constitution*. Bobbs-Merrill Co., New York, 1936, 294p. \$2.
- [5] Donovan, H. L. "Making the Constitution." *Journal of the National Education Association*, Washington, D. C., October 1937, pages 219-234.
- [6] Ernst, Morris L. *The Ultimate Power*. Doubleday, Doran & Co., Garden City, New York, 1937. \$3.50.
- [7] Farrand, Max. *The Framing of the Constitution of the United States*. Yale University Press, New Haven, 1913.
- [8] *The Federalist, A Commentary on the Constitution*. From the original essays by Hamilton, Madison, and Jay. National Home Library Foundation, Washington, D. C., 1937, 618p. 75 cents.
- [9] Hendrick, Burton J. *Bulwark of the Republic, A Biography of the Constitution*. Little, Brown & Co., Boston, 1937, 467p. \$3.50.
- [10] Lyon, Hastings. *The Constitution and the Men Who Made It*. Houghton Mifflin Co., Boston, 1936. \$3.
- [11] McLaughlin, Andrew C. *A Constitutional History of the United States*. Appleton-Century Co., New York, 1936. \$4.
- [12] Rodell, Fred. *Fifty-five Men, The Story of the American Constitution*. Telegraph Press, New York, 1936, 277p. \$2.50.
- [13] Wallace, Henry A. *Whose Constitution? An Inquiry into the General Welfare*. Reynal, New York, 1936, 336p. \$1.75.

# Farewell Address to the People of the United States

GEORGE WASHINGTON

*Introductory*—This address was written by President Washington primarily to eliminate himself as a candidate for a third term. It was never read by the President in public, but was printed in Claypoole's *American Daily Advertiser*, Philadelphia, September 19, 1796. The address is in two parts: In the first, Washington definitely declines a third term, gives reasons, and acknowledges a debt of gratitude for the honors conferred upon him and for the confident support of the people. In the second more important part, he presents, as a result of his experience and as a last legacy of advice, thoughts upon the government.—From *The Story of the Constitution* published by the United States Constitution Sesquicentennial Commission, 1937.

## FAREWELL ADDRESS TO THE PEOPLE OF THE UNITED STATES, SEPTEMBER 17, 1796

**F**RIENDS and Fellow Citizens: The period for a new election of a citizen, to administer the executive government of the United States, being not far distant, and the time actually arrived, when your thoughts must be employed in designating the person, who is to be clothed with that important trust, it appears to me



Portrait by Gilbert Stuart

## GEORGE WASHINGTON, 1732-1799

*Born on a plantation in the English colony of Virginia, February 22, 1732, George Washington came into a world of pioneer cavaliers, living on the land, united by the many arms of Chesapeake Bay. There was hard work and little schooling except as children were sent to England. Washington grew into a strong young man, learning to live, work, hunt, and fight in the wilderness. When revolt against England came in 1776, he was placed at the head of the army and brought the almost hopeless cause to victory. In 1787 he presided over the Constitutional Convention; then was elected and reelected President of the new Republic, serving from 1789 to 1797. He died December 14, 1799, and has justly come to be known as the father of his country, "the noblest figure that ever stood in the forefront of a nation's life."*

proper, especially as it may conduce to a more distinct expression of the public voice, that I should now apprise you of the resolution I have formed, to decline being considered among the number of those, out of whom a choice is to be made.

I beg you, at the same time, to do me the justice to be assured, that this resolution has not been taken without a strict regard to all the considerations appertaining to the relation, which binds a dutiful citizen to his country—and that, in withdrawing the tender of service which silence in my situation might imply, I am influenced by no diminution of zeal for your future interest, no deficiency of grateful respect for your past kindness; but am supported by a full conviction that the step is compatible with both.

The acceptance of, and continuance hitherto in, the office to which your suffrages have twice called me, have been a uniform sacrifice of inclination to the opinion of duty, and to a deference for what appeared to be your desire. I constantly hoped, that it would have been much earlier in my power, consistently with motives, which I was not at liberty to disregard, to return to that retirement, from which I had been reluctantly drawn. The strength of my inclination to do this, previous to the last election, had even led to the preparation of an address to declare it to you; but mature reflection on the then perplexed and critical posture of our affairs with foreign nations, and the unanimous advice of persons entitled to my confidence, impelled me to abandon the idea.

I rejoice that the state of your concerns, external as well as internal, no longer renders the pursuit of in-

clination incompatible with the sentiment of duty, or propriety; and am persuaded whatever partiality may be retained for my services, that in the present circumstances of our country, you will not disapprove my determination to retire.

The impressions, with which I first undertook the arduous trust, were explained on the proper occasion. In the discharge of this trust, I will only say, that I have, with good intentions, contributed towards the organization and administration of the government, the best exertions of which a very fallible judgment was capable. Not unconscious, in the outset, of the inferiority of my qualifications, experience in my own eyes, perhaps still more in the eyes of others, has strengthened the motives to diffidence of myself; and every day the increasing weight of years admonishes me more and more that the shade of retirement is as necessary to me as it will be welcome. Satisfied that if any circumstances have given peculiar value to my services, they were temporary, I have the consolation to believe, that while choice and prudence invite me to quit the political scene, patriotism does not forbid it.

In looking forward to the moment, which is intended to terminate the career of my public life, my feelings do not permit me to suspend the deep acknowledgment of that debt of gratitude which I owe to my beloved country for the many honors it has conferred upon me; still more for the steadfast confidence with which it has supported me; and for the opportunities I have thence enjoyed of manifesting my inviolable attachment, by services faithful and persevering, tho in usefulness unequal to my zeal. If benefits have resulted to

our country from these services, let it always be remembered to your praise, and as an instructive example in our annals, that under circumstances in which the passions agitated in every direction were liable to mislead, amidst appearances sometimes dubious, vicissitudes of fortune often discouraging, in situations in which not unfrequently want of success has countenanced the spirit of criticism, the constancy of your support was the essential prop of the efforts, and a guarantee of the plans by which they were effected. Profoundly penetrated with this idea, I shall carry it with me to my grave, as a strong incitement to unceasing vows that Heaven may continue to you the choicest tokens of its beneficence; that your union and brotherly affection may be perpetual; that the free Constitution, which is the work of your hands, may be sacredly maintained; that its administration in every department may be stamped with wisdom and virtue; that, in fine, the happiness of the people of these states, under the auspices of liberty, may be made complete, by so careful a preservation and so prudent a use of this blessing, as will acquire to them the glory of recommending it to the applause, the affection, and adoption of every nation, which is yet a stranger to it.

Here, perhaps, I ought to stop. But a solicitude for your welfare, which cannot end but with my life, and the apprehension of danger, natural to that solicitude, urge me on an occasion like the present, to offer to your solemn contemplation, and to recommend to your frequent review, some sentiments, which are the result of much reflection, of no inconsiderable observation, and which appear to me all-important to the perma-

nency of your felicity as a people. These will be offered to you with the more freedom, as you can only see in them the disinterested warnings of a parting friend, who can possibly have no personal motive to bias his counsel. Nor can I forget, as an encouragement to it, your indulgent reception of my sentiments on a former and not dissimilar occasion.

Interwoven as is the love of liberty with every ligament of your hearts, no recommendation of mine is necessary to fortify or confirm the attachment.

The unity of government, which constitutes you one people, is also now dear to you. It is justly so: for it is a main pillar in the edifice of your real independence, the support of your tranquillity at home, your peace abroad; of your safety; of your prosperity; of that very liberty, which you so highly prize. But as it is easy to foresee, that from different causes and from different quarters, much pains will be taken, many artifices employed, to weaken in your minds the conviction of this truth; as this is the point in your political fortress against which the batteries of internal and external enemies will be most constantly and actively (tho often covertly and insidiously) directed, it is of infinite moment, that you should properly estimate the immense value of your national union to your collective and individual happiness; that you should cherish a cordial, habitual, and immovable attachment to it; accustoming yourselves to think and speak of it as of the Palladium of your political safety and prosperity; watching for its preservation with jealous anxiety; discrediting whatever may suggest even a suspicion that it can in any event be abandoned; and

indignantly frowning upon the first dawning of every attempt to alienate any portion of our country from the rest, or to enfeeble the sacred ties which now link together the various parts.

For this you have every inducement of sympathy and interest. Citizens by birth or choice, of a common country, that country has a right to concentrate your affections. The name of *American*, which belongs to you, in your national capacity, must always exalt the just pride of patriotism, more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint councils, and joint efforts, of common dangers, sufferings, and successes.

But these considerations, however powerfully they address themselves to your sensibility, are greatly outweighed by those which apply more immediately to your interest. Here every portion of our country finds the most commanding motives for carefully guarding and preserving the union of the whole.

The *North*, in an unrestrained intercourse with the *South*, protected by the equal laws of a common government, finds in the productions of the latter, great additional resources of maritime and commercial enterprise and precious materials of manufacturing industry. The *South*, in the same intercourse, benefiting by the agency of the *North*, sees its agriculture grow and its commerce expand. Turning partly into its own channels the seamen of the *North*, it finds its particular navigation invigorated; and while it contributes, in dif-

ferent ways, to nourish and increase the general mass of the national navigation, it looks forward to the protection of a maritime strength, to which itself is unequally adapted. The *East*, in a like intercourse with the *West*, already finds, and in the progressive improvement of interior communications by land and water, will more and more find a valuable vent for the commodities which it brings from abroad, or manufactures at home. The *West* derives from the *East* supplies requisite to its growth and comfort, and what is perhaps of still greater consequence, it must of necessity owe the *secure* enjoyment of indispensable *outlets* for its own productions to the weight, influence, and the future maritime strength of the Atlantic side of the Union, directed by an indissoluble community of interest as *one nation*. Any other tenure by which the *West* can hold this essential advantage, whether derived from its own separate strength, or from an apostate and unnatural connection with any foreign power, must be intrinsically precarious.

While, then, every part of our country thus feels an immediate and particular interest in union, all the parts combined cannot fail to find in the united mass of means and efforts greater strength, greater resource, proportionably greater security from external danger, a less frequent interruption of their peace by foreign nations; and, what is of inestimable value, they must derive from union an exemption from those broils and wars between themselves, which so frequently afflict neighboring countries not tied together by the same governments, which their own rivalships alone would be sufficient to produce but which opposite foreign alliances, attach-

ments, and intrigues would stimulate and embitter. Hence, likewise, they will avoid the necessity of those overgrown military establishments, which under any form of government, are inauspicious to liberty, and which are to be regarded as particularly hostile to republican liberty. In this sense it is, that your union ought to be considered as a main prop of your liberty, and that the love of the one ought to endear to you the preservation of the other.

These considerations speak a persuasive language to every reflecting and virtuous mind, and exhibit the continuance of the union as a primary object of patriotic desire. Is there a doubt whether a common government can embrace so large a sphere? Let experience solve it. To listen to mere speculation in such a case were criminal. We are authorized to hope that a proper organization of the whole, with the auxiliary agency of governments for the respective subdivisions, will afford a happy issue to the experiment. It is well worth a fair and full experiment. With such powerful and obvious motives to union, affecting all parts of our country, while experience shall not have demonstrated its impracticability, there will always be reason to distrust the patriotism of those, who in any quarter may endeavour to weaken its bands.

In contemplating the causes which may disturb our Union, it occurs as matter of serious concern, that any ground should have been furnished for characterizing parties by *geographical* discriminations—*Northern* and *Southern*, *Atlantic* and *Western*; whence designing man may endeavour to excite a belief that there is a real difference of local interests and views. One of the expedients

of party to acquire influence, within particular districts, is to misrepresent the opinions and aims of other districts. You cannot shield yourselves too much against the jealousies and heart-burnings, which spring from these misrepresentations. They tend to render alien to each other, those who ought to be bound together by fraternal affection. The inhabitants of our western country have lately had a useful lesson on this head. They have seen, in the negotiation by the Executive, and in the unanimous ratification by the Senate, of the treaty with Spain, and in the universal satisfaction at that event, thruout the United States, a decisive proof how unfounded were the suspicions propagated among them of a policy in the General Government and in the Atlantic States unfriendly to their interests in regard to the Mississippi. They have been witnesses to the formation of two treaties, that with Great Britain, and that with Spain, which secure to them everything they could desire, in respect to our foreign relations, towards confirming their prosperity. Will it not be their wisdom to rely for the preservation of these advantages on the *Union* by which they were procured? Will they not henceforth be deaf to those advisers, if such they are, who would sever them from their brethren, and connect them with aliens?

To the efficacy and permanency of your Union, a government for the whole is indispensable. No alliances, however strict, between the parts can be an adequate substitute. They must inevitably experience the infractions and interruptions, which all alliances in all times have experienced. Sensible of this momentous truth, you have improved upon your first essay, by the adoption of a Constitution of government better calculated than

your former for an intimate union, and for the efficacious management of your common concerns. This government, the offspring of our own choice, uninfluenced and unawed, adopted upon full investigation and mature deliberation, completely free in its principles, in the distribution of its powers, uniting security with energy, and containing within itself a provision for its own amendment, has a just claim to your confidence and your support. Respect for its authority, compliance with its laws, acquiescence in its measures, are duties enjoined by the fundamental maxims of true liberty. The basis of our political systems is the right of the people to make and to alter their constitutions of government. But the constitution which at any time exists, till changed by an explicit and authentic act of the whole people, is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.

All obstructions to the execution of the laws, all combinations and associations, under whatever plausible character, with the real design to direct, control, counteract, or awe the regular deliberation and action of the constituted authorities, are destructive of this fundamental principle and of fatal tendency. They serve to organize faction, to give it an artificial and extraordinary force; to put, in the place of the delegated will of the nation, the will of a party, often a small but artful and enterprising minority of the community; and, according to the alternate triumphs of different parties, to make the public administration the mirror of the ill-concerted and incongruous projects of faction, rather than the organ

of consistent and wholesome plans digested by common counsels, and modified by mutual interests.

However combinations or associations of the above descriptions may now and then answer popular ends, they are likely, in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people, and to usurp for themselves the reins of government; destroying afterwards the very engines which have lifted them to unjust dominion.

Towards the preservation of your government, and the permanency of your present happy state, it is requisite, not only that you steadily discountenance irregular oppositions to its acknowledged authority, but also that you resist with care the spirit of innovation upon its principles, however specious the pretexts. One method of assault may be to effect, in the forms of the Constitution, alterations which will impair the energy of the system, and thus to undermine what cannot be directly overthrown. In all the changes to which you may be invited, remember that time and habit are at least as necessary to fix the true character of governments, as of other human institutions; that experience is the surest standard, by which to test the real tendency of the existing constitution of a country; that facility in changes, upon the credit of mere hypotheses and opinion, exposes to perpetual change, from the endless variety of hypotheses and opinion; and remember, especially, that for the efficient management of your common interests, in a country so extensive as ours, a government of as much vigor as is consistent with the perfect security of liberty is indispensable. Liberty itself will find in such a

government, with powers properly distributed and adjusted, its surest guardian. It is indeed, little else than a name, where the government is too feeble to withstand the enterprises of faction, to confine each member of the society within the limits prescribed by the laws, and to maintain all in the secure and tranquil enjoyment of the rights of person and property.

I have already intimated to you the danger of parties in the state, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party, generally.

The spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries, which result, gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty.

Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and the duty of a wise people to discourage and restrain it.

It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foments occasionally riot and insurrection. It opens the door to foreign influence and corruption, which find a facilitated access to the government itself thru the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion, that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchial cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always be enough of that spirit for every salutary purpose. And, there being constant danger of excess, the effort ought to be, by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest instead of warming, it should consume.

It is important, likewise, that the habits of thinking in a free country should inspire caution in those intrusted

with its administration, to confine themselves within their respective constitutional spheres, avoiding in the exercise of the powers of one department to encroach upon another. The spirit of encroachment tends to consolidate the powers of all the departments in one, and thus to create, whatever the form of government, a real despotism. A just estimate of that love of power, and proneness to abuse it, which predominates in the human heart, is sufficient to satisfy us of the truth of this position. The necessity of reciprocal checks in the exercise of political power, by dividing and distributing it into different depositories, and constituting each the guardian of the public weal against invasions by the others, has been evinced by experiments ancient and modern; some of them in our country and under our own eyes. To preserve them must be as necessary as to institute them. If, in the opinion of the people, the distribution or modification of the Constitutional powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation, for, tho this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are destroyed. The precedent must always greatly overbalance in permanent evil any partial or transient benefit which the use can at any time yield.

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the

pious man, ought to respect and to cherish them. A volume could not trace all their connections with private and public felicity. Let it simply be asked, Where is the security for property, for reputation, for life, if the sense of religious obligation *desert* the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure—reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle.

It is substantially true, that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric?

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.

As a very important source of strength and security, cherish public credit. One method of preserving it is to use it as sparingly as possible; avoiding occasions of expense by cultivating peace, but remembering also that timely disbursements to prepare for danger frequently prevent much greater disbursements to repel it; avoiding likewise the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertions in time of peace to discharge the debts which unavoidable wars may

have occasioned, not ungenerously throwing upon posterity the burden which we ourselves ought to bear. The execution of these maxims belongs to your Representatives, but it is necessary that public opinion should cooperate. To facilitate to them the performance of their duty, it is essential that you should practically bear in mind, that towards the payment of debts there must be revenue; that to have revenue there must be taxes; that no taxes can be devised which are not more or less inconvenient and unpleasant; that the intrinsic embarrassment, inseparable from the selection of the proper objects (which is always a choice of difficulties), ought to be a decisive motive for a candid construction of the conduct of the government in making it, and for a spirit of acquiescence in the measures for obtaining revenue, which the public exigencies may at any time dictate.

Observe good faith and justice towards all nations. Cultivate peace and harmony with all. Religion and morality enjoin this conduct; and can it be that good policy does not equally enjoin it? It will be worthy of a free, enlightened, and, at no distant period, a great nation, to give to mankind the magnanimous and too novel example of a people always guided by an exalted justice and benevolence. Who can doubt that in the course of time and things, the fruits of such a plan would richly repay any temporary advantages which might be lost by a steady adherence to it? Can it be that Providence has not connected the permanent felicity of a nation with its virtue? The experiment, at least, is recommended by every sentiment which ennobles human nature. Alas! is it rendered impossible by its vices?

In the execution of such a plan, nothing is more essential than that permanent, inveterate antipathies against particular nations and passionate attachments for others should be excluded; and that, in place of them, just and amicable feelings towards all should be cultivated. The nation which indulges towards another an habitual hatred, or an habitual fondness, is in some degree a slave. It is a slave to its animosity or to its affection, either of which is sufficient to lead it astray from its duty and its interest. Antipathy in one nation against another disposes each more readily to offer insult and injury, to lay hold of slight causes of umbrage, and to be haughty and intractable, when accidental or trifling occasions of dispute occur. Hence frequent collisions, obstinate, envenomed, and bloody contests. The nation, prompted by ill-will and resentment, sometimes impels to war the government, contrary to the best calculations of policy. The government sometimes participates in the national propensity, and adopts thru passion what reason would reject; at other times, it makes the animosity of the nation subservient to projects of hostility instigated by pride, ambition, and other sinister and pernicious motives. The peace often, sometimes perhaps the liberty, of nations has been the victim.

So likewise, a passionate attachment of one nation for another produces a variety of evils. Sympathy for the favorite nation, facilitating the illusion of an imaginary common interest, in cases where no real common interest exists, and infusing into one the enmities of the other, betrays the former into a participation in the quarrels and wars of the latter, without adequate inducement or justification. It leads also to concessions to the favorite

nation of privileges denied to others, which is apt doubly to injure the nation making the concessions, by unnecessarily parting with what ought to have been retained; and by exciting jealousy, ill-will, and a disposition to retaliate, in the parties from whom equal privileges are withheld. And it gives to ambitious, corrupted, or deluded citizens (who devote themselves to the favorite nation) facility to betray or sacrifice the interests of their own country, without odium, sometimes even with popularity; gliding, with the appearances of a virtuous sense of obligation, a commendable deference for public opinion, or a laudable zeal for public good, the base of foolish compliances of ambition, corruption, or infatuation.

As avenues to foreign influence in innumerable ways, such attachments are particularly alarming to the truly enlightened and independent patriot. How many opportunities do they afford to tamper with domestic factions, to practice the arts of seduction, to mislead public opinion, to influence or awe the public councils! Such an attachment of a small or weak, towards a great and powerful nation, dooms the former to be the satellite of the latter.

Against the insidious wiles of foreign influence (I conjure you to believe me, fellow-citizens) the jealousy of a free people ought to be *constantly* awake; since history and experience prove that foreign influence is one of the most baneful foes of republican government. But that jealousy, to be useful, must be impartial; else it becomes the instrument of the very influence to be avoided, instead of a defense against it. Excessive partiality for one foreign nation and excessive dislike of another, cause

those whom they actuate to see danger only on one side, and serve to veil and even second the arts of influence on the other. Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests.

The great rule of conduct for us, in regard to foreign nations, is, in extending our commercial relations, to have with them as little *political* connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests, which to us have none, or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves, by artificial ties, in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off, when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel.

Why forego the advantages of so peculiar a situation? Why quit our own to stand upon foreign ground? Why,

by interweaving our destiny with that of any part of Europe, entangle our peace and prosperity in the toils of European ambition, rivalship, interest, humor, or caprice?

It is our true policy to steer clear of permanent alliances with any portion of the foreign world; so far, I mean, as we are now at liberty to do it; for let me not be understood as capable of patronizing infidelity to existing engagements. (I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy.) I repeat it, therefore, let those engagements be observed in their genuine sense. But in my opinion, it is unnecessary and would be unwise to extend them.

Taking care always to keep ourselves, by suitable establishments, on a respectably defensive posture, we may safely trust to temporary alliances for extraordinary emergencies.

Harmony, liberal intercourse with all nations, are recommended by policy, humanity, and interest. But even our commercial policy should hold an equal and impartial hand; neither seeking nor granting exclusive favors or preferences; consulting the natural course of things; diffusing and diversifying by gentle means the streams of commerce, but forcing nothing; establishing, with powers so disposed, in order to give trade a stable course, to define the rights of our merchants, and to enable the government to support them, conventional rules of intercourse, the best that present circumstances and mutual opinion will admit, but temporary, and liable to be from time to time abandoned or varied, as experience and circumstances shall dictate; constantly keeping

in view, that it is folly in one nation to look for disinterested favors from another; that it must pay with a portion of its independence for whatever it may accept under that character; that, by such acceptance, it may place itself in the condition of having given equivalents for nominal favors, and yet of being reproached with ingratitude for not giving more. There can be no greater error than to expect or calculate upon real favors from nation to nation. It is an illusion, which experience must cure, which a just pride ought to discard.

In offering to you, my countrymen, these counsels of an old and affectionate friend, I dare not hope they will make the strong and lasting impression I could wish; that they will control the usual current of the passions, or prevent our nation from running the course which has hitherto marked the destiny of nations. But if I may even flatter myself that they may be productive of some partial benefit, some occasional good; that they may now and then recur to moderate the fury of party spirit, to warn against the mischiefs of foreign intrigue, to guard against the impostures of pretended patriotism—this hope will be a full recompense for the solicitude for your welfare, by which they have been dictated.

How far in the discharge of my official duties I have been guided by the principles which have been delineated, the public records and other evidences of my conduct must witness to you and to the world. To myself, the assurance of my own conscience is, that I have at least believed myself to be guided by them.

In relation to the still subsisting war in Europe, my Proclamation of the 22d of April 1793 is the index to my plan. Sanctioned by your approving voice, and by that

of your Representatives in both Houses of Congress, the spirit of that measure has continually governed me, uninfluenced by any attempts to deter or divert me from it.

After deliberate examination with the aid of the best lights I could obtain, I was well satisfied that our country, under all the circumstances of the case, had a right to take, and was bound in duty and interest, to take a neutral position. Having taken it, I determined, as far as should depend upon me, to maintain it, with moderation, perseverance, and firmness.

The considerations, which respect the right to hold this conduct, it is not necessary on this occasion to detail. I will only observe, that according to my understanding of the matter, that right, so far from being denied by any of the belligerent powers, has been virtually admitted by all.

The duty of holding a neutral conduct may be inferred, without any thing more, from the obligation which justice and humanity impose on every nation, in cases in which it is free to act, to maintain inviolate the relations of peace and amity towards other nations.

The inducements of interest for observing that conduct will best be referred to your own reflections and experience. With me, a predominant motive has been to endeavor to gain time to our country to settle and mature its yet recent institutions, and to progress without interruption to that degree of strength and consistency, which is necessary to give it, humanly speaking, a command of its own fortunes.

Tho in reviewing the incidents of my administration, I am unconscious of international error, I am nevertheless too sensible of my defects not to think it probable

that I may have committed many errors. Whatever they may be, I fervently beseech the Almighty to avert or mitigate the evils to which they may tend. I shall also carry with me the hope that my country will never cease to view them with indulgence; and that after forty-five years of my life dedicated to its service with an upright zeal, the faults of incompetent abilities will be consigned to oblivion, as myself must soon be to the mansions of rest.

Relying on its kindness in this as in other things, and actuated by that fervent love towards it, which is so natural to a man, who views in it the native soil of himself and his progenitors for several generations; I anticipate with pleasing expectation that retreat, in which I promise myself to realize, without alloy, the sweet enjoyment of partaking, in the midst of my fellow-citizens, the benign influence of good laws under a free government—the ever favorite object of my heart, and the happy reward, as I trust, of our mutual cares, labors, and dangers.

# Gettysburg and Second Inaugural Addresses

ABRAHAM LINCOLN

*Introductory*—Because of the peculiar circumstances of his life, character, and achievement, Lincoln more than any other American has become the hero of the poor and lowly thruout the world who aspire to better things. His utterances have a noble simplicity and sincerity that suggest the style of the Old Testament of which Lincoln was an earnest student. The two addresses which follow reveal Lincoln at his best. In form and thought they deserve a place with the great utterances of all time. Both are on the walls of the Lincoln Memorial in the nation's capital.

## THE GETTYSBURG ADDRESS

*Delivered at the Dedication of the National Cemetery  
at Gettysburg, Pennsylvania, November 19, 1863*

FOURSCORE and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave

*The Lincoln Memorial Statue, Washington, D. C.*

their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

#### SECOND INAUGURAL ADDRESS

*Washington, D. C., March 4, 1865*

FELOW-COUNTRYMEN: At this second appearing to take the oath of the presidential office, there is less occasion for an extended address than there was at the first. Then a statement, somewhat in detail, of a course to be pursued, seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that

is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well-known to the public as to myself; and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war; while the Government claimed no right to do more than to restrict the territorial enlargement of it.

Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against

the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not, that we be not judged. The prayers of both could not be answered—that of neither has been answered fully.

The Almighty has His own purpose. "Woe unto the world because of offenses! for it must needs be that offenses come; but woe to that man by whom the offense cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued thru His appointed time, He now wills to remove, and that He gives to both North and South this terrible war, as the woe to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God will that it continue until all the wealth piled by the bondman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said, "The judgments of the Lord are true and righteous altogether."

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and a lasting peace among ourselves, and with all nations.



### HORACE MANN, 1796-1859

*Horace Mann, father of the American system of free public education, was born at Franklin, Massachusetts, on May 4, 1796. During his young manhood he was surrounded by the patriotic fervor associated with the veterans of the Revolution and the War of 1812. Amid great difficulties he secured his education, graduating from Brown University in 1819 and later from the famous law school at Litchfield, Connecticut. As a lawyer of unusual integrity he rose rapidly in influence, advanced to the legislature, and became president of the Massachusetts Senate. It was then that the opportunity came to become the first secretary of the Massachusetts Board of Education where he gave twelve years of such inspired leadership as to turn the tide markedly in the direction of free public education in keeping with the democratic purpose of the new Republic.*

# Go Forth and Teach

HORACE MANN

*Introductory*—It is an incalculable loss to America that the national birthday—the Fourth of July—falls at a season when the schools are not generally in session. The force of the occasion is thus largely lost, for most communities pass it lightly by or give it over to commercialized mirth and noisemaking. The best celebrations are thoughtful occasions such as were held in Boston during the years following the Revolution when the young Republic was seeking to establish itself. In those days no higher tribute could be made to an orator than to be selected to deliver the Fourth of July Oration to the citizens of Boston, the nation's leading city. In 1842 that honor came to Horace Mann and he made the most of it in an address which ranks as the greatest of our Independence Day orations—an address that looks far into the future. It is in such pieces as this that youthful aspirations are aroused and directed.

## GO FORTH AND TEACH

*From Horace Mann's Fourth of July Oration, Boston, July 4, 1842*

ON ONE of those oft-recurring days, when the fate of the state or the Union is to be decided at the polls; when, over all the land, the votes are falling thick as hail, and we seem to hear them rattle like the clangor of arms—is it not enough to make the lover of his country turn

pale to reflect upon the motives under which they may be given and the consequences to which they may lead? By the votes of a few wicked men, or even of one wicked man, honorable men may be hurled from office and miscreants elevated to their places; useful offices abolished and sinecures created; the public wealth, which had supported industry, squandered upon mercenaries; enterprise crippled, and thus capital which had been honestly and laboriously accumulated, turned into dross; in fine, the whole policy of the government may be reversed and the social condition of millions changed to gratify one man's grudge, or prejudice, or revenge. In a word, if the votes, which fall so copiously into the ballot-box on our days of election, emanate from wise counsels and a loyalty to truth, they will descend, like benedictions from heaven, to bless the land and fill it with song and gladness, but if, on the other hand, these votes come from ignorance and crime, the fire and brimstone that were rained on Sodom and Gomorrah would be more tolerable.

So if, at the time when that almost anarchical state of things which immediately followed the Revolutionary War, subsided and took shape and character in the republican form of our national and state constitutions—if, at that time, there was a large class of men more wealthy and better educated than the mass, that class of men had one of the most solemn duties to perform ever imposed upon human beings. If they had a superior knowledge of the past and a greater stake in the future, it was alike their duty and their interest to stifle all considerations of person and caste, to reconcile themselves to their new condition, and to concentrate all their energies in providing some refuge from impending evils. With our

change from a monarchical to a popular government, from a government where all rule descended from "our Lord the King," to one where all rule ascended from "our Lords the People," the whole condition and relations of men were changed. It was like a change in the order of nature. Before this epoch, the few, by force of rank, wealth, dress, equipage, accomplishments, governed the many; after it, the many were to govern the few. Before this, birth and family were words of potent signification; but the revolution worked the most thorough attainer of all such blood. Before this, the deference paid to the opinions of different men, varied in the ratio of thousands to one; but after this, the vote of the veriest ignoramus or scoundrel would balance that of Franklin or Washington.

About the expediency, and especially about the *extent* of that change, a wide difference of opinion prevailed. But the change being made, was it not the duty of its opponents to yield to the inevitable course of events and to prepare for coming exigencies? And could not every really noble soul find an ample compensation for the loss of personal influence or family distinction in the greater dignity and elevation of his fellow beings? From whom should instruction come, if not from the most educated? Where should generosity towards the poor begin, if not with those whom Providence had blessed with abundance? Whence should magnanimity proceed, if not from minds expanded by culture? If there were an order of men who lost something of patrician rank by this political change, instead of holding themselves aloof from the people, they should have walked among them as Plato and Socrates did among their contempo-

raries, and expounded to them the nature and the vastness of the work they had undertaken to do—nay, if need were, they should have drained the poisoned bowl to sanctify the truths which they taught. For want of that interest and sympathy in the condition of the poor and the ignorant which the new circumstances required, they and their descendants have been and will be compelled to drink potions more bitter than hemlock as their daily beverage. . . .

With the change in the organic structure of our government, there should have been corresponding changes in all public measures and institutions. For every dollar given by the wealthy, or by the state, to colleges to cultivate the higher branches of knowledge, a hundred should have been given to primary education. For every acre of land bestowed upon an academy, a province should have been granted to common schools. Select schools for select children should have been discarded, and universal education joined hands with universal suffrage. Instead of the old order of nobility, with its baubles and puerilities, a new order should have been created—an order of *teachers*, wise, benevolent, filled with Christian enthusiasm, and rewarded and honored by all—an order looking *forwards* to a noble line of benefactors which they might help to rear, rather than *backwards* to ancestors from whom they had basely degenerated. In these schools, the first great principle of a republican government, that of native, inborn equality, should have been practically inculcated by their being open to all, good enough for all, and attended by all. Here, too, the second great principle of a republican government should have been taught, that all men, tho natively equal, become

inherently unequal the moment that one grows wiser or better than his fellow. The doctrine of "higher" and "lower" classes in society should have been retained, but with a change in application. Those who had done the most good to mankind should have been honored as the "highest"; while those who had done no good to the race, either by the labors of the hand or by the labors of the mind, who had lived without requital upon the earnings of others, and left the world no better or made it worse, than they found it, should have been thrust down in the scale of social consideration to "low" and "lower," thru all the degrees of comparison. Whatever of leisure or of knowledge was possessed by the more wealthy or educated should have been freely expended to enlighten the laboring classes. Lectures, libraries, lyceums, mechanics' institutes, should everywhere have been fostered; scientific tracts gratuitously distributed; and a drowning child should not have been snatched from a watery grave with more promptness and alacrity than an ignorant or an abandoned one should have been sought out and brought under elevating and reforming influences. The noblest public edifices, the most splendid galleries of art, theatres, gardens, monuments, should all have been deemed a reproach to any people, while there was a child amongst them without ample and improved means of education. The nature and functions of our government, the laws of political economy, the *duties* as well as the *rights* of citizens, should have been made familiar as household words. The right to vote should have been held up as the most sacred of human rights, as involving all civil and religious rights, and therefore to be *constrained* by all civil and religious obligations.

The great truth should everywhere have been inculcated, by example as well as by precept, that for the dependent to vote from malice, or envy, or wantonness, involves substantially the moral guilt of treason; and for the superior to compel the dependent, thru fear or bribery, to vote against his judgment, involves the baseness as well as the guilt of subornation of treason. Had this been done, our days of election would never have been, as they now so often are, days of turbulence and bacchanalian riot, of insulting triumph or revengeful defeat; but they would have been days of thoughtfulness and of solemnity, such as befit a day whose setting sun will witness the ruin or the rescue of so much of human welfare. . . .

And until all this work of improvement is done, until this indifference of the wealthy and the educated towards the masses shall cease, and legislative bounty shall atone for past penuriousness, there can be no security for any class or description of men, nor for any interest, human or divine. With additional thousands of voters every year crossing the line of manhood to decree the destiny of the nation, without additional knowledge and morality, things must accelerate from worse to worse. Amid increasing darkness and degeneracy, every man's rights may be invaded thru legislation—thru the annulment of charters or the abrogation of remedies—and thru the corruption of jurors, or even of one juror on the panel of twelve, every man's right of redress may be denied for the grossest aggressions. . . .

I have said that schools should have been established for the education of the whole people. These schools should have been of a more perfect character than any

which have ever yet existed. In them the principles of morality should have been copiously intermingled with the principles of science. Cases of conscience should have alternated with lessons in the rudiments. The multiplication table should not have been more familiar, nor more frequently applied, than the rule to do to others as we would that they should do unto us. The lives of great and good men should have been held up for admiration and example; and especially the life and character of Jesus Christ, as the sublimest pattern of benevolence, of purity, of selfsacrifice, ever exhibited to mortals. In every course of studies, all the practical and preceptive parts of the Gospel should have been sacredly included; and all dogmatical theology and sectarianism sacredly excluded. In no school should the Bible have been opened to reveal the sword of the polemic, but to unloose the dove of peace.

I have thus endeavored to show that with universal suffrage there must be universal elevation of character, intellectual and moral, or there will be universal mismanagement and calamity. . . .

No, Fellow-Citizens, we have not for years past, and we shall not have, at least for many years to come, an election of a President, or a Congress, or a governor of a state, chosen under written constitutions and to legislate and act under written constitutions, whose choice will not be dependent upon, and determinable by, *legal* voters unable to read and write—voters who do not know and cannot know whether they vote for King Log or King Stork. The illustrious and noble band who framed the Constitution of the Union—Washington, Adams, Franklin, Jefferson, Madison—who adjusted all

the principles which it contains by the line and the plummet, and weighed the words which describe them in scales so nice as to tremble beneath the dust of the balance—expended the energies of their mighty minds to perfect an instrument which, before half a century should pass away, was doomed to be administered, controlled, expounded, by men unable to read and write. The power of Congress over all the great social and economical interests of this vast country; the orbits in which the states are to move around the central body in the system; the functions of the Executive who holds in his hands the Army and the Navy, manages all diplomatic relations with foreign powers, and can involve the country at any time in the horrors of war; and that grand poisoning power, the Supreme Judiciary, appointed to be the presiding intelligence over the system, to harmonize its motions and to hold its attracting and divergent tendencies in equilibrium—all this splendid structure, the vastest and the nicest ever devised by mortals, is under the control of men who are incapable of reading one word of the language which describes its framework and defines its objects and its guards, unable to read one word of contemporaneous exposition, of antecedent history, or of subsequent developments, and therefore ready to make it include anything, or exclude anything, as their blind passions may dictate.

I have spoken of those only who might as well have lived before Cadmus invented letters, as in the middle of this nineteenth century. But it is to be remembered there is no unoccupied space, no broad line of demarcation between the totally ignorant and the competently learned.

If the seven hundred thousand who, in one particular, surpass the most learned of ancient or modern times because to them all written languages are alike—if these are the most numerous class—probably the next most numerous consists of those who know next to nothing—and in reaching the summit of the highest intelligence, we should ascend by very easy gradations. Very many people learn to write their name for business purposes, whose attainments at the point become stationary; and it is one thing to be just able to read a verse in the Bible, and quite another to understand the forty thousand words in common use among intelligent men. Nay, if a few of the words, used by an intelligent man, are lost to the hearer, thru his ignorance of their meaning, the whole drift and object of the speaking or writing are lost. The custom so prevalent at the West and South, of *stump-speaking* had its origin in the voters' incapacity to read. How otherwise can a candidate for office communicate with ignorant voters? Should he publish his views and send them abroad, he must send an interpreter with them; but at a *barbecue*—amid the sympathy of numbers, the excitement of visible objects, the feast, the flow, the roar—the most abstruse points of the Constitution, the profoundest questions of national policy can all be expounded, and men and measures decided upon, to universal satisfaction!

A clear corollary is deducible from this demonstration. If the majority of a selfgoverning people are sober-minded, enlightened, studious of right, capable of comparing and balancing opposite interpretations of a fundamental law, or opposite views of a particular system of policy; then all appeals addressed to them in messages,

speeches, pamphlets, and from the thousand-tongued newspaper press, will be calm, dispassionate, adapted at once to elucidate the subject under consideration and to instruct and elevate the mind of the arbiters. But, on the other hand, if the people are ignorant, fickle, averse to, or incapable of, patient inquiry, prone to hasty decisions from plausible appearances, or reckless from prejudice or passion, then the demagogues who address, will adapt themselves to the dupes who hear, just as certainly as the hunter adapts his lure to the animal he would en-snare; and flattery, imposture, falsehood, the vindication and eulogy of fellow-partisans however wicked, and the defamation of opponents however virtuous, will be the instruments by which a warfare, destructive in the end alike to victors and vanquished, will be waged. Let the spirit and tone of our congressional and legislative speechmakers, and the language of the political press throughout the country, decide the question, which of the above described classes they consider themselves as addressing. . . .

Let those, then, whose wealth is lost or jeopardized by fraud or misgovernment; let those who quake with apprehension for the fate of all they hold dear; let those who behold and lament the desecration of all that is holy; let rulers whose counsels are perplexed, whose plans are baffled, whose laws defied or evaded, let them all know that whatever ills they feel or fear, are but the just retributions of a righteous heaven for neglected childhood.

Remember, then, the child whose voice first lisps, today, before that voice shall whisper sedition in secret or thunder treason at the head of an armed band. Remember the child whose hand, today, first lifts its tiny

bauble, before that hand shall scatter firebrands, arrows, and death. Remember those sportive groups of youth in whose halcyon bosoms there sleeps an ocean, as yet scarcely ruffled by the passions which soon shall heave it as with the tempest's strength. Remember that whatever station in life you many fill, these mortals—these immortals—are your care. Devote, expend, consecrate yourselves to the holy work of their improvement. Pour out light and truth, as God pours sunshine and rain. No longer seek knowledge as the luxury of a few, but dispense it amongst all as the bread of life. Learn only how the ignorant may learn; how the innocent may be preserved; the vicious reclaimed. Call down the astronomer from the skies; call up the geologist from his subterranean explorations; summon, if need be, the mightiest intellects from the council chamber of the nation; enter cloistered halls where the scholiast muses over superfluous annotations; dissolve conclave and synod where subtle polemics are vainly discussing their barren dogmas; collect whatever of talent, or erudition, or eloquence, or authority, the broad land can supply, *and go forth, AND TEACH THIS PEOPLE.* For, in the name of the living God, it must be proclaimed that licentiousness shall be the liberty; and violence and chicanery shall be the law; and superstition and craft shall be the religion; and the self-destructive indulgence of all sensual and unhallowed passions shall be the only happiness of that people who neglect the education of their children.

*Schools for Democracy: A Reading List*

- [1] Chase, Mary Ellen. *A Goodly Fellowship*. Macmillan, New York, 1939, 305p. \$2.50.
- [2] Jenkins, Ralph C., and Warner, Gertrude C. *Henry Barnard*. Conn. State Teachers Assn., Hartford, 1937, 118p. 25¢.
- [3] Kennedy, Millard Fillmore and Harlow, Alvin F. *Schoolmaster of Yesterday*. McGraw Hill, New York, 1940, 359p. \$2.75.
- [4] *Learning the Ways of Democracy*. Educational Policies Commission, Washington, D. C., 1940, 486p. \$1.
- [5] Mann, Horace. *Go Forth and Teach*. National Education Assn., Washington, D. C., 1937, 148p. 50¢. Full text of the address in the Handbook; also other materials on the author's life.
- [6] Mann, Mary. *Life of Horace Mann*. National Education Assn., Washington, D. C., Facsimile edition, 1937, 611p. \$2.
- [7] McCusky, D. *Bronson Alcott, Teacher*. Macmillan, New York, 1940, 217p. \$2.50.
- [8] Morgan, Joy Elmer. *Horace Mann at Antioch*. National Education Assn., Washington, D. C., 1939, 608p., illus. \$2.
- [9] Morgan, Joy Elmer. *Horace Mann: His Ideas and Ideals*. National Education Assn., Washington, D. C., 1936, 150p. 25¢.
- [10] Palmer, George Herbert. *Alice Freeman Palmer*. Houghton, Boston, 1936, 363p. \$2.50.
- [11] Phelps, William Lyon. *Autobiography*. Oxford Press, New York, 1939, 986p. \$3.75.
- [12] Smith, William Hawley. *All the Children of All the People*. Macmillan, 1923, 346p. \$1.60.
- [13] *Schools for Democracy*, edited by Charl O. Williams and Frank W. Hubbard. National Congress of Parents and Teachers, Chicago, 1940, 239p. 25¢.

# The Story of the Children's Charter

*Introductory*—Every ten years since 1909 a White House Conference is called by the President of the United States to report on what is being done, and what ought to be done for the nation's children. The 1930 Conference on Child Health and Protection drew up the *Children's Charter* of nineteen points which resulted in a nationwide program to secure these rights for every child. The 1940 Conference on Children in a Democracy found many signs of progress since 1930 in the health and care of children. But it reported also that much more would be required to make the nation's future reasonably secure in the year 1950. The *Children's Charter* is a challenge to the youth of today as the *Declaration of Independence* was to our forefathers.

## THE CHILDREN'S CHARTER

PRESIDENT Hoover's White House Conference on Child Health and Protection recognizing the rights of the child as the first rights of citizenship pledges itself to these aims for the children of America:

- [1] For every child spiritual and moral training to help him to stand firm under the pressure of life.
- [2] For every child understanding and the guarding of his personality as his most precious right.
- [3] For every child a home and that love and security which a home provides; and for that child who must re-

ceive foster care, the nearest substitute for his own home.

[4] For every child full preparation for his birth, his mother receiving prenatal, natal, and postnatal care; and the establishment of such protective measures as will make childbearing safer.

[5] For every child health protection from birth thru adolescence including: periodical health examinations and, where needed, care of specialists and hospital treatment; regular dental examinations and care of the teeth; protective and preventive measures against communicable diseases; the insuring of pure food, pure milk, and pure water.

[6] For every child from birth thru adolescence, promotion of health, including health instruction and a health program, wholesome physical and mental recreation, with teachers and leaders adequately trained.

[7] For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

[8] For every child a school which is safe from hazards, sanitary, properly equipped, lighted, and ventilated. For younger children nursery schools and kindergartens to supplement home care.

[9] For every child a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs.

[10] For every child an education which, thru the discovery and development of his individual abilities, prepares him for life; and thru training and vocational

guidance prepares him for a living which will yield him the maximum of satisfaction.

[11] For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and, for parents, supplementary training to fit them to deal wisely with the problems of parenthood.

[12] For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, thru loss or maiming of his parents, affect him indirectly.

[13] For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability. Expenses of these services should be borne publicly where they cannot be privately met.

[14] For every child who is in conflict with society the right to be dealt with intelligently as society's charge, not society's outcast; with the home, the school, the church, the court and institutions when needed, shaped to return him whenever possible to the normal stream of life.

[15] For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

[16] For every child protection against labor that stunts growth, either physical or mental, that limits education,

that deprives children of their right of comradeship, of play, and of joy.

[17] For every rural child as satisfactory schooling and health services as for the city child, and an extension to rural families of social, recreational, and cultural facilities.

[18] To supplement the home and the school in the training of youth, and to return to them those interests of which modern life tends to cheat children, every stimulation and encouragement should be given to the extension and development of the voluntary youth organizations.

[19] To make everywhere available these minimum protections of the health and welfare of children, there should be a district, county, or community organization for health, education, and welfare, with fulltime officials, coordinating with a statewide program which will be responsive to a nationwide program of general information, statistics, and scientific research. This should include:

[a] Trained, fulltime public health officials, with public health nurses, sanitary inspection, and laboratory workers.

[b] Available hospital beds.

[c] Fulltime public welfare service for the relief, aid, and guidance of children in special need due to poverty, misfortune, or behavior difficulties, and for the protection of children from abuse, neglect, exploitation, or moral hazard.

*For EVERY child these rights, regardless of race, or color, or situation, wherever he may live under the protection of the American flag.*

# President Wilson's War Message

*Introductory*—The following excerpt from President Woodrow Wilson's War Message delivered before Congress April 2, 1917, foreshadows the movement for a world organization of peoples looking toward universal justice.

## FROM THE WAR MESSAGE

IT IS a distressing and oppressive duty, gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great, peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance. But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

# The Atlantic Joint Declaration

*Introductory*—The Atlantic Joint Declaration grew out of conferences between the President of the United States and the Prime Minister of Great Britain held somewhere in the Atlantic during early August 1941. The following comment on the significance of this Declaration is by Nicholas Murray Butler, President of Columbia University since 1902, and President since 1925 of the Carnegie Endowment for International Peace:

"By great good fortune, mankind has just now been offered definite and specific leadership in its search for the foundations upon which to build a new and orderly world of prosperity and of peace. This is given by the Atlantic Declaration, announced to the world on August 14, 1941, by the President of the United States of America and by the Prime Minister in the Government of Great Britain. To the American people, this Atlantic Declaration comes like a new Declaration of Independence in the field of national policy and international relations. It is supported with sympathy and understanding by those hopes and policies which have been close to the heart of the American people since the days of Washington and Franklin, of Hamilton and Jefferson. It echoes the famous sentence of President McKinley spoken forty years ago, 'The period of exclusiveness is past.' It is in harmony with the doctrines taught by Presidents Theodore Roosevelt, Taft, Wilson, and Harding, as well as with statements contained in the declarations of principle that were adopted by the

Democratic National Convention and by the Republican National Convention of 1920. It is in accord with the instructions to the American delegates to the Hague Conference of 1907, given by Elihu Root, then Secretary of State. It is in accord with the Joint Resolution approved June 25, 1910, adopted without a dissenting vote by both Houses of the American Congress, calling for the limitation of armaments and for constituting the combined navies of the world an international police force for the preservation of universal peace."—From an address at the opening of the 188th year of Columbia University, September 24, 1941.

#### J THE ATLANTIC JOINT DECLARATION

JOINT DECLARATION of the President of the United States of America and the Prime Minister, Mr. Churchill, representing His Majesty's Government in the United Kingdom, being met together, deem it right to make known certain common principles in the national policies of their respective countries on which they base their hopes for a better future for the world.

First, their countries seek no aggrandizement, territorial or other;

Second, they desire to see no territorial changes that do not accord with the freely expressed wishes of the people concerned;

Third, they respect the right of all peoples to choose the form of government under which they will live; and they wish to see sovereign rights and selfgovernment restored to those who have been forcibly deprived of them;

Fourth, they will endeavor, with due respect for their existing obligations, to further the enjoyment by all states, great or small, victor or vanquished, of access, on equal terms, to the trade and to the raw materials of the world which are needed for their economic prosperity;

Fifth, they desire to bring about the fullest collaboration between all nations in the economic field with the object of securing, for all, improved labor standards, economic advancement, and social security;

Sixth, after the final destruction of the Nazi tyranny, they hope to see established a peace which will afford to all nations the means of dwelling in safety within their own boundaries, and which will afford assurance that all the men in all the lands may live out their lives in freedom from fear and want;

Seventh, such a peace should enable all men to traverse the high seas and oceans without hindrance;

Eighth, they believe that all of the nations of the world, for realistic as well as spiritual reasons, must come to the abandonment of the use of force. Since no future peace can be maintained if land, sea, or air armaments continue to be employed by nations which threaten, or may threaten, aggression outside of their frontiers, they believe, pending the establishment of a wider and permanent system of general security, that the disarmament of such nations is essential. They will likewise aid and encourage all other practicable measures which will lighten for peace-loving peoples the crushing burden of armaments.

—Franklin D. Roosevelt  
—Winston S. Churchill

## PART VI

# Patriotic Pilgrimages and Shrines

THE HEART OF THE NATION—As we look down upon Washington from the air, as pictured on the following page, we see that the nation's capital is not laid out in the familiar checkerboard pattern of most cities. Instead it is shaped around the mall, or "great garden," which extends from the Capitol in the lower front of the picture, to the Washington Monument, and thence to the Lincoln Memorial on its commanding site near the Potomac River. Behind the Lincoln Memorial may be seen the Arlington Bridge linking Washington with Virginia.

From the Capitol, as center of the city, radiate broad, tree-lined avenues. Most famous are Pennsylvania and Constitution Avenues along which may be seen the Triangle Buildings, the "workshops of democracy." Behind the Capitol are the Supreme Court, Library of Congress, Senate and House Office Buildings, and many others. In its architecture, Washington, the last symbol of democracy, reflects the first democracy, the ancient free people of Greece.

*Photo, Fairchild Aerial Survey*



# A Week at the Heart of America

ELEANOR C. FISHBURN

*Member of the Staff of The Journal of the  
National Education Association*

AS the last band notes from the Citizenship Day Parade died off in the distance, young Betty Lewis turned to her husband. "Oh, Harry, wasn't it thrilling and impressive! It makes me realize just how much it means to be a citizen of the United States and have the right to vote."

Her husband nodded as he continued to hum the tuneful chorus of Irving Berlin's song which had been played at the ceremonies by the highschool band:

*God bless America,  
Land that I love,  
Stand beside her and guide her  
Thru the night with a light from above;  
From the mountains, to the prairies,  
To the oceans white with foam,  
God bless America,  
My home, sweet home.*

"There was a larger turnout of new voters for this year's ceremonies than when we became citizens," said Harry. "Judge Lawson was much pleased with the way the young people responded."

"Harry, I've been thinking about our vacation next month. Do you know where I'd like to go? To Washington—I've always wanted to see the Lincoln Memorial

and other historic places Judge Lawson mentioned in his speech today. After all, every American should visit our nation's capital."

Betty and Harry Lewis are only two of over a million Americans who each year visit Washington as the seat of our government and the center of our national life. With its broad tree-lined avenues, its 10,856 acres of parks in which are located 74 national statues and memorials, and its many fine government buildings, this city, which is less than 150 years old, has grown from a swampy wilderness to one of the most beautiful capitals in the world.

There are other famous shrines in America: Independence Hall in Philadelphia; historic Faneuil Hall in Boston; the Statue of Liberty in New York harbor; but Washington has now become the universal center of patriotism and civic interest. The Capital City, in the first place, has great political significance. Here Congress enacts the laws that govern our land. Here the Supreme Court hands down decisions by which we are assured of "Equal Justice Under Law." And here live our President and other officials, as well as diplomats from all nations of the world.

In the second place, Washington is historically significant. It is hallowed ground, trod by the leaders of the eighteenth century who with diligence and vision started selfgovernment by a free people. Few Americans can explore or even read about historic places in and around Washington, without a renewed sense of obligation to those who founded and preserved the Republic.

In the third place, Washington is culturally significant. The activities of the government—itself the largest



*The Washington Post*

*Young voters visiting a session of the United States Congress.*

business in the world—have attracted to the city not only statesmen, but scientists, educators, artists. Well-equipped libraries, several universities, art galleries, a symphony orchestra, the Service bands—these and other resources make the city a reservoir of cultural richness.

### *The Story of the Federal City*

Every American will enjoy the story of the founding of the Federal City as recorded in *A Manual on the Origin and Development of Washington* [Government Printing Office, Washington, D. C., 1939, \$2]. We usually think of Washington as the nation's capital from the beginning, forgetting that other places shared that honor. The Continental Congress met in eight different towns and cities. George Washington was inaugurated first President of the United States on April 30, 1789, in New York City, and there convened the first session of the first Congress under the Constitution. The following year Congress met in Philadelphia which was the seat of government until November 1800.

During these years Congress debated the question of a permanent site for the government. President Washington, who in earlier days had surveyed the Potomac River country, was largely influential in selection of the present site which was approved by Congress in 1790. Washington himself drew up the original agreement by which he bought land for the government from the local owners at £25 [about \$67] an acre. One writer says of this transaction: "At a total cost of \$36,000 the government acquired a tract of 600 acres in the heart of the city. The 10,136 building lots assigned to it ultimately proved to be worth \$850,000 and now represent a value

of 70 million dollars. Shrewd financier as he was, it is doubtful if Washington ever made another so good a bargain as that."

### *L'Enfant's Original Plan*

The newly-established city was planned under direct supervision of President Washington and Thomas Jefferson, Secretary of State. A French army engineer and architect, Pierre Charles L'Enfant, was employed by Washington to draw up the most comprehensive plan ever designed for any city. The Mall, or central parkway extending from the Capitol to the Washington Monument, which was the essential feature of his plan, has taken shape thru the years. It is the keystone of Washington's present magnificent park development.

Cornerstone of the North wing of the Capitol was laid by President Washington in 1793. The building rose slowly; money, materials, and skilled labor were scarce. Congress met here for the first time on November 21, 1800, when the national government was transferred from Philadelphia to Washington. Federal employees numbered about 130 clerks with a few higher officials. Today, government workers in Washington number more than 200,000. In 1800 there were 372 houses, sheltering a population of about 3000. In the 1940 census Washington is the eleventh largest city in the United States with a population of 663,153.

The departments of government that existed in 1800 were State, Treasury, War, Navy, the Office of the Attorney General, and the Postal Service. Newspapers in New York, Philadelphia, and New England called the Capitol "the palace in the wilderness" and Pennsylvania

Avenue "the great Serbonian Bog." And Thomas Moore, English poet who visited Washington in 1804, contributed this satire on the Yankee capital:

*In fancy now beneath the twilight gloom,  
Come, let me lead thee o'er this second Rome,  
Where tribunes rule, where dusky Davi bow,  
And what was Goose Creek once is Tiber now.*

*This fam'd metropolis, where fancy sees  
Squares in morasses, obelisks in trees;  
Which second sighted seers e'en now adorn  
With shrines unbuilt and heroes yet unborn.*

### *Washington thru the Years*

From its establishment the Federal City has shared the ups and downs of the nation itself. After the burning of many buildings by the British in 1814, including the unfinished Capitol and the White House, the city was rebuilt and improved. By 1840 the population numbered 23,364. On July 4, 1848 the cornerstone of the Washington monument was laid [see page 142] and in 1851 the cornerstone for enlargement of the Capitol.

Agitation in the 1870's to relocate the capital in some other city, preferably farther to the West, led to renewed efforts to improve the Federal City, and much needed funds were appropriated by Congress. The turn of the century saw the appointment of the McMillan Park Commission, which decided to carry out the "simple and straightforward scheme devised by L'Enfant under the direction of Washington and Jefferson." The three focal points of the Commission plan of 1901 were the Mall, the Lincoln Memorial, and the Arlington Bridge. And so thru less than 150 years the nation's capital has developed as public pride and support have increased.

### *A Week's Pilgrimage in the Capital*

Since most visitors have limited time in which to enjoy Washington, they find it helpful to study in advance guidebooks of the city [see page 288 for a brief list] and arrange a schedule which enables them to see outstanding points of interest and beauty:

#### *First Day—Capitol Hill*

U. S. Capitol and Congress  
U. S. Supreme Court  
Library of Congress  
Folger Library  
Union Station  
Gov't Printing Office

#### *Second Day—Federal Triangle and Fourteenth Street*

Apex Building  
National Archives  
Department of Justice  
Post Office Department  
Labor Department  
Agriculture Department  
Bureau, Printing & Engraving

#### *Third Day—Executive Square and Seventeenth Street*

Treasury Department  
The White House  
State, War and Navy  
Corcoran Art Gallery  
American Nat'l Red Cross  
Constitution Hall  
Pan American Union

#### *Seventh Day—Boat trips on Potomac River*

National Zoological Park  
Annapolis and U. S. Naval Academy

#### *Fourth Day—Smithsonian Group*

National Gallery of Art  
Smithsonian Building  
Nat'l Museum Arts & Industries  
Natural History Building  
Aircraft Building  
Freer Gallery of Art  
Army Medical Museum

#### *Fifth Day—Constitution Avenue and Fourteenth Street*

Navy Building  
U. S. Health Service  
Nat'l Academy of Science  
Interior Buildings  
Lincoln Memorial; Speedway  
Jefferson Memorial  
Washington Monument

#### *Sixth Day—Across Arlington Bridge*

Arlington National Cemetery  
Arlington House  
Tomb of the Unknown Soldier  
Alexandria, Masonic Memorial  
Mount Vernon

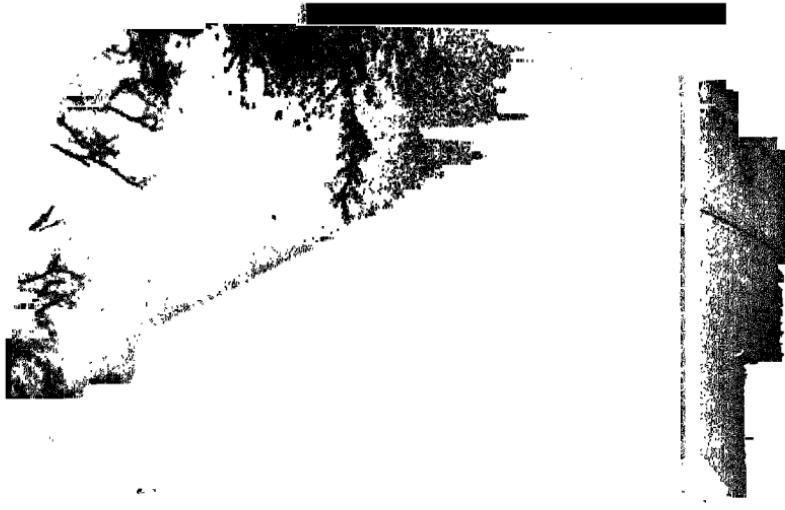
*O. O. Beaman*  
A view of the main hall in the Library of Congress, one of the most  
beautiful marble interiors in the world

### *Capitol Hill and Congress*

Many citizens plan to visit Washington while Congress is in session. Visitors are admitted to certain parts of the galleries within limit of capacity. Other sections are reserved for holders of cards which are issued by Congressmen to their constituents upon application. Guides are available to show visitors thru the majestic *Capitol Building* [pictured on page 12] which is open every day from 9 to 4:30 and after 4:30 when Congress is in session.

Facing the United States Senate Chamber is the new *Supreme Court Building* [pictured on page 296] in which the majestic Court Chamber is the focal point of interest and may well be visited when Court is not in session, for then the visitor may look about at leisure. There is one term of court annually from October thru May. Each weekday [except Saturday] on alternate fortnights, the nine blackrobed justices convene from noon to 4:30; sessions are open to the public within limit of accommodations.

The gray and weatherbeaten exterior of the *Library of Congress*, adjacent to the Capitol, hardly prepares us for the color and beauty of the interior which contains many paintings and exhibits, including the Gutenberg Bible and the Shrine of the U. S. Constitution [see page 174]. When begun in 1802 the Library boasted 964 volumes and maps; it is now one of the largest libraries in the world, containing over 5 million books and 2½ million maps. But the Library is much more than a collection: it carries on interlibrary loans, sells duplicates of its catalog cards, and engages in reference work. At first housed in the U. S. Capitol, the Library was moved to its present building in 1897.



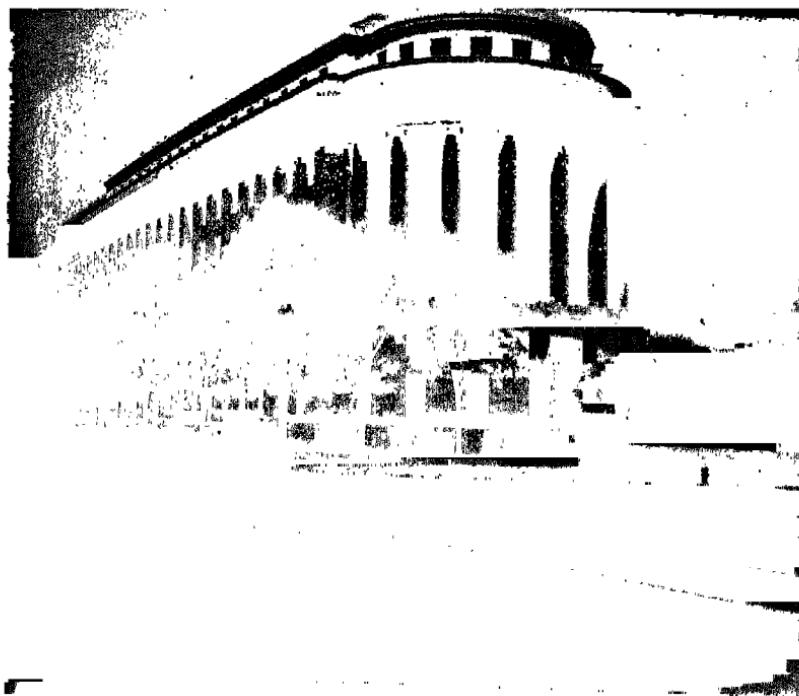
Work Projects Administration

### *Folger Shakespeare Library on Capitol Hill*

In nearby *Folger Library*, dedicated in 1932, the nation possesses, beautifully housed and accessible to scholars and the public, the finest collection of Shakespeare material outside of England—85,000 volumes including priceless first editions.

### *Pennsylvania Avenue and the Triangle Plan*

Along Pennsylvania Avenue are held the nation's inaugural parades and other historic pageantry. It has been called the "Via Sacra of the great Republic of the New World." For the past ten years a huge public-buildings program has carried forward the development of the Triangle Plan along Pennsylvania and Constitution Avenues: the *Apex Building* at the intersection of these two

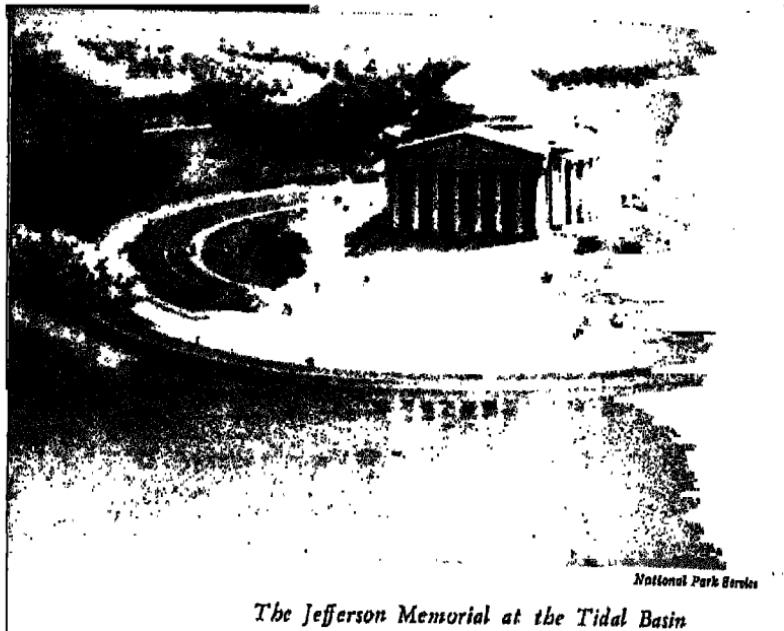


*The Apex Building of the Federal Triangle*

streets; the *National Archives* [pictured on page 342]; the *Department of Justice*; the *Post Office Department*; and other "workshops of democracy."

#### *Executive Square and Seventeenth Street*

Dignified and unpretentious amid velvety lawns and beautiful shrubbery is the *White House*, home of every president except Washington. Second President John Adams and his wife Abigail moved into the unfinished White House in November 1800. Enriched thru the years the White House contains many fine paintings and exhibits. The first floor is chiefly used for public and state social affairs and is usually open to the public at certain hours.



*The Jefferson Memorial at the Tidal Basin*

To the east of the White House stands the *Treasury Building*, often called the nation's money chest. In front is the statue of Alexander Hamilton, first Secretary of the Treasury. On the opposite side of the White House is the formal, oldfashioned *State, War, and Navy Building*. Along Seventeenth Street are the *Corcoran Art Gallery*, *Pan American Union*, and other interesting buildings.

#### *The Smithsonian Group*

In the museum buildings on the Mall between Ninth and Eleventh Streets, the visitor will find one of the largest scientific collections in the world. The museums—including Arts and Industries, Natural History, Aircraft, and other buildings—are administered by the *Smithsonian Institution*, established from funds left in 1829 by an English scientist, James Smithson, "for the



*The Washington Star*

*The National Gallery of Art on the Mall*

increase and diffusion of knowledge among men." A "Brief Guide," sold for 10 cents in the museums, will help the visitor locate exhibits in which he has most interest.

Newcomer to the units administered by the Smithsonian Institution is the magnificent *National Gallery of Art*. This 15 million-dollar building, 785 feet in length, gives the nation a gallery comparable to the Louvre in Paris or the National Gallery in London. The entrance rotunda, 100 feet in diameter, resplendent in glistening marble, is the center of the Gallery. Its dome, like that of the Pantheon in Rome, is supported by 24 green marble columns. Among several hundred masterpieces, valued at over 80 million dollars, are represented the old masters—Raphael, Gainsborough, Rembrandt—as well as American painters like Copley and Stuart.

### *Constitution Avenue*

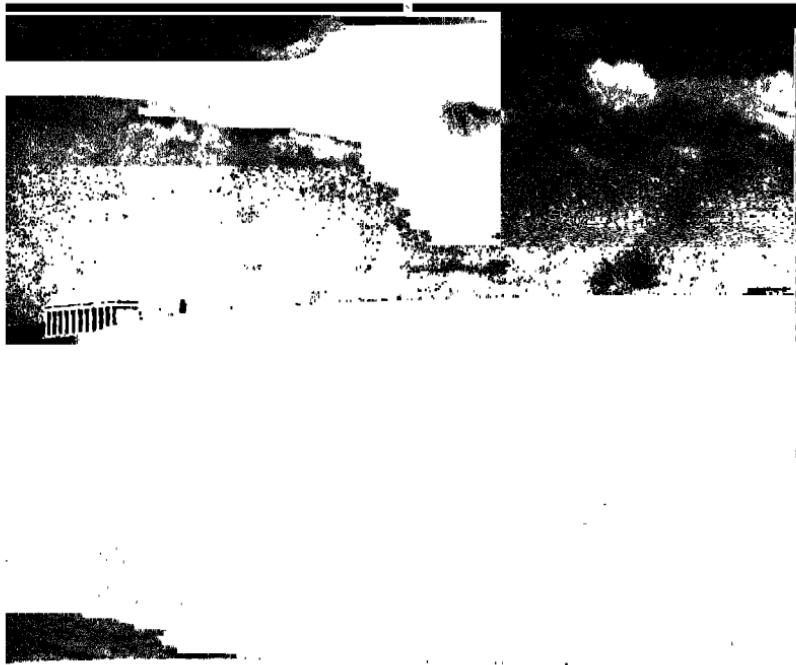
Buildings along the upper end of Constitution Avenue house many exhibits which visitors enjoy: ship models in the *Navy Building*; public-health exhibits in the *United States Health Service*; conservation activities in the *Interior Buildings* [18th to 19th Streets].

In beautiful West Potomac Park, to the south of Constitution Avenue, stands the stately white marble shrine [pictured on pages 110 and 246] erected to the memory of Abraham Lincoln. The *Lincoln Memorial* is open from 9am to 9:30pm and the visitor will find it worthwhile to return at night when special lighting illuminates the huge Lincoln statue.

Leaving the Memorial the visitor enjoys a drive around the Speedway, circling the Potomac River, scene of colorful boat regattas in summer months. At one end of the Tidal Basin is the *Jefferson Memorial*. If it is spring the visitor enjoys the sight of the cherry blossoms for which Washington is famous. The trees were a gift to this country from the capital city of Japan. Near the Tidal Basin is the *Washington Monument* [pictured on page 142]. The visitor may go up by elevator and walk down, in order to see the 202 carved tribute blocks on the inner face of the Monument.

### *Across Arlington Bridge*

Spanning the Potomac River is the Arlington Memorial Bridge which connects the Capital with the Mount Vernon Highway, Lee Highway, and George Washington Memorial Parkway. It also leads into Arlington National Cemetery where are located Arlington



*Arlington Bridge and the Lincoln Memorial*

House, the Amphitheater, and the Tomb of the Unknown Soldier. Need for a bridge had been stressed by the McMillan Commission in 1901; but it was not until after Armistice Day in 1921 that steps were taken. On that day thousands of people on their way to attend the burial of the Unknown Soldier in Arlington were delayed by crowded traffic conditions. The next year funds were made available and the Bridge was completed in 1932 at a cost of \$14,750,000. The Bridge has been built as low as possible in order not to interfere with the view of the Lincoln Memorial from the Virginia side of the Potomac River.

Fifteen miles from Washington, along the Mount Vernon Highway, is the old colonial home and burial place of George Washington—one of America's most honored

shrines [pictured on page 67]. After enjoying the home, where many original furnishings are preserved, the visitor may take a riverboat and glide slowly up the Potomac, back to Washington, that great city which bears the name of Mount Vernon's master.

### *Washington Yesterday and Today*

- [1] *The Government at Your Service* by Archie Robertson. Ransdell Co., Washington, D. C. 1940, 340 p. \$2.75. How the citizen can use the varied services of Uncle Sam.
- [2] *Forty-Two Years in the White House* by Irwin H. Hoover. Houghton, New York, 1934, \$1.45. Informal recollections of ten Presidents and their families by the Chief Usher of the White House.
- [3] *A Manual on the Origin and Development of Washington* by H. Paul Caemmerer. Government Printing Office, Washington, D. C. 1939, 365 p. \$2. Accurate, comprehensive; many rare prints.
- [4] *Our Washington, An Album of the Nation's Capitol*, by the Federal Writers' Project. A. C. McClurg, Chicago, 1939. 178 p. \$2 illustrated.
- [5] *Rand McNally Guide to Washington and Environs*. Rand McNally, New York, 1937, 159 p. 50 cents. A diversified guide; contains illustrations and sectional maps.
- [6] *The Standard Guide, Washington, A Handbook for Visitors* by Charles B. Reynolds. B. S. Reynolds Company, Washington, D. C. 1939, 175 p. 50 cents. A handy popular guide, well-illustrated.
- [7] *Washington, City and Capital* by the Federal Writers' Project, American Guide Series. Government Printing Office, Washington, D. C. 1937, 1141 p. \$3. One of the most complete descriptions, valuable for travelers and students; well-illustrated.
- [8] *Washington, D. C., A Guide to the Nation's Capital*. Federal Writers' Project. Wilfred Funk, Inc., New York. 1941, \$3.
- [9] *Your Washington* by Mary F. Parton. Longmans, Green, New York, 1938, 193 p. \$2. Includes page maps of sections in the city with lively descriptions of buildings in the sections.

# What To See in the Americas

ELEANOR C. FISHBURN

OVER the south entrance to the Union Station in Washington, D. C., is an inscription which reads: *He that would bring home the wealth of the Indies must carry the wealth of the Indies with him. So it is in traveling—a man must carry knowledge with him if he would bring home knowledge.*

Once a year, oftener if we're lucky, we turn to that most pleasant of tasks, choosing a vacation. And to get the most enjoyment from the unsurpassed wealth of vacation opportunities afforded by our continent, requires careful study and planning. There is a vacation for every taste and purse in America: cruises, automobile trips, mountain climbing, historic pilgrimages. The vacation industry has become the nation's third largest. In 1940, vacationists spent \$6,300,000,000. The United States Travel Bureau, set up in 1937 in the Department of the Interior to promote wider travel in America, has for its slogan: *Travel Strengthens America—It Builds the Nation's Health, Wealth, and Unity*. During 1942 the Bureau will emphasize travel in the Western Hemisphere under the slogan: *See What You Defend*. We have in the Western Hemisphere a great travel book with more pages in it than any man in his lifetime can read. Begin now to turn over a new leaf each vacation!



*Chicago and North Western Railway Company*

*Mount Rushmore Memorial in the Black Hills of South Dakota,  
honoring Washington, Jefferson, Theodore Roosevelt, and Lincoln.*

*Planning a Lifetime Travel Program*

What are the scenic and recreational attractions which no American citizen can afford to miss? The individual may well plan his travel budget over a period of years or a lifetime. Around this plan he can then build a travel library of guidebooks and maps to be studied in advance for enrichment of his travels. Such a lifetime plan would include:

*[1] The National Parks*

Favored vacation spots of the American people are the national parks, preserved and improved by the federal government. Yellowstone Park, first such area in the great system of today, and the world's first national park, was set aside by Congress in 1872. Today there are twenty-six "People's Playgrounds" whose location and area are given on page 352 of this Handbook. From the National Park Service, Washington, D. C., the citizen-traveler may secure free an illustrated booklet on each of the parks.

*[2] Historic Shrines and Monuments*

There are now more than a hundred shrines and monuments supervised by the federal government. In addition many states and localities are working to preserve the "story spots" where historic events in the community took place. For renewed appreciation of our American heritage of freedom, visit the scenes in our history by which that freedom was secured: Yorktown, Plymouth, Valley Forge, Shiloh, Gettysburg, Appomattox. For a list of free pamphlets on historic shrines and monuments, write the National Park Service, Washington, D. C.

### [3] Spectacular Annual Events

Each year throughout the United States are held unique and picturesque events, worth traveling miles to see. A calendar of such impressive spectacles is given in *The Vacation Guide* by Robert Spiers Benjamin [McGraw Hill, N. Y., 1940, 329p. \$2.50]. Ten such events are:

- [1] Tournament of Roses, New Year's Day, Pasadena, California.
- [2] Mardi Gras Week in February, New Orleans, Louisiana.
- [3] Cherry Blossoms in Washington, D. C., first week in April.
- [4] Garden Pilgrimages in April at Natchez, Mississippi.
- [5] Dutch Tulip Time, early in May, at Holland, Michigan.
- [6] The National Folk Festival in May in Washington, D. C.
- [7] Portland, Oregon, Rose Festival, about the tenth of June.
- [8] American Folk Festival, Ashland, Kentucky, in June.
- [9] Annual Play Festival in July at Central City, Colorado.
- [10] Pendleton, Oregon, Roundup and Rodeo, middle of September.

### [4] States and Regions of the United States

To enjoy the flavor and variety of the nation's vast expanses, visit a different region each vacation: New England; the Middle Atlantic and Great Lakes; the Southeast; the Central region; the Southwest; and the Northwest. Vacation attractions in the states are described in "The Roll Call of the States," pages 381-405 of the Handbook.

Best single guidebooks to the states are *The American Guides* prepared by the federal government. These readable guides are listed with publishers and prices on pages 330-32 of the Handbook. *The American Recreation Series* is part of this enterprise and consists of booklets on the recreational facilities in each of the states [Bacon and Wieck, publishers, Northport, Long Island, New York, 15 cents each].

From the U. S. Travel Bureau the vacationist may obtain a free colored map, size 32 by 44 inches, entitled *Recreational Areas of the United States*. The Bureau also issues a calendar of events in various regions. For a list of free publications, persons living east of Kansas City should address the New York Branch at 45 Broadway, New York City; those west, the San Francisco Branch, Old Mint Building, San Francisco, California.

*The National Geographic Magazine*, published monthly by the National Geographic Society, Washington, D. C., yearly subscription \$3, has many fine illustrated articles on U. S. regions and states.

### *Travel in Canada and South America*

Travel in North and South America has taken a marked upswing. And along with travel has come increased interest in books about these countries. Best single source of information about our neighbors to the South is the Pan American Union, Washington, D. C. Write for a list of its free publications. To guide the armchair traveler is an excellent reading list on *Latin American Backgrounds*, published by the National Education Association, Washington, D. C. [1941, 48 pages, 25 cents a copy]. In 1940 as many as 60,000 automobiles from the United States traveled over the 772-mile Pan American Highway from Laredo, Texas, to Mexico City. For a map and information, write the Pan American Highway Confederation, Washington, D. C.

Before visiting Canada, write to the Canadian Travel Bureau, Ottawa, for free pamphlets such as *Vacationing in Canada*; and to the American Library Association, 520 North Michigan Boulevard, Chicago, Illinois, for

its booklet *Canada: A Reading Guide and Bibliography* [25 cents a copy].

### *When and How To Travel*

In vacation-planning don't overlook the winter holiday. Many industrialists favor the two-vacations-a-year plan believing it will pay in increased efficiency of employees. A wellknown Boston store gives senior employees a winter vacation in addition to the summer vacation. Such a plan will also avoid the costly non-use of the nation's recreational facilities during winter months. The proposal to date all holidays in the calendar on Monday, giving a three-day weekend would also promote wider use of recreational investments.

That travel need not be expensive in these days of good roads, tourist camps, and hiking trails, is pointed out by Horace Coon in his book, *101 American Vacations from \$25 to \$250* [Doubleday, New York, 265 pages, \$1.98]. For those who enjoy camping there are several good woodcraft manuals such as *Outdoor Living*, published by Cornell University [Ithaca, New York, 1941, 32 pages, 25 cents]. And there are over 200 youth hostels in the United States where the traveler may spend the night for a nominal sum. For full information, write American Youth Hostels, Northfield, Massachusetts.

Whether we travel in the Western Hemisphere or in Europe, we may well abide by the travelers' code suggested by the U. S. Assistant Secretary of State:

First, travel abroad is a privilege and not a right.

Second, travelers are half-ambassador and half-guest. They are representatives of the United States.

Third, every traveler should learn about the institutions, history, and quality of the country visited.

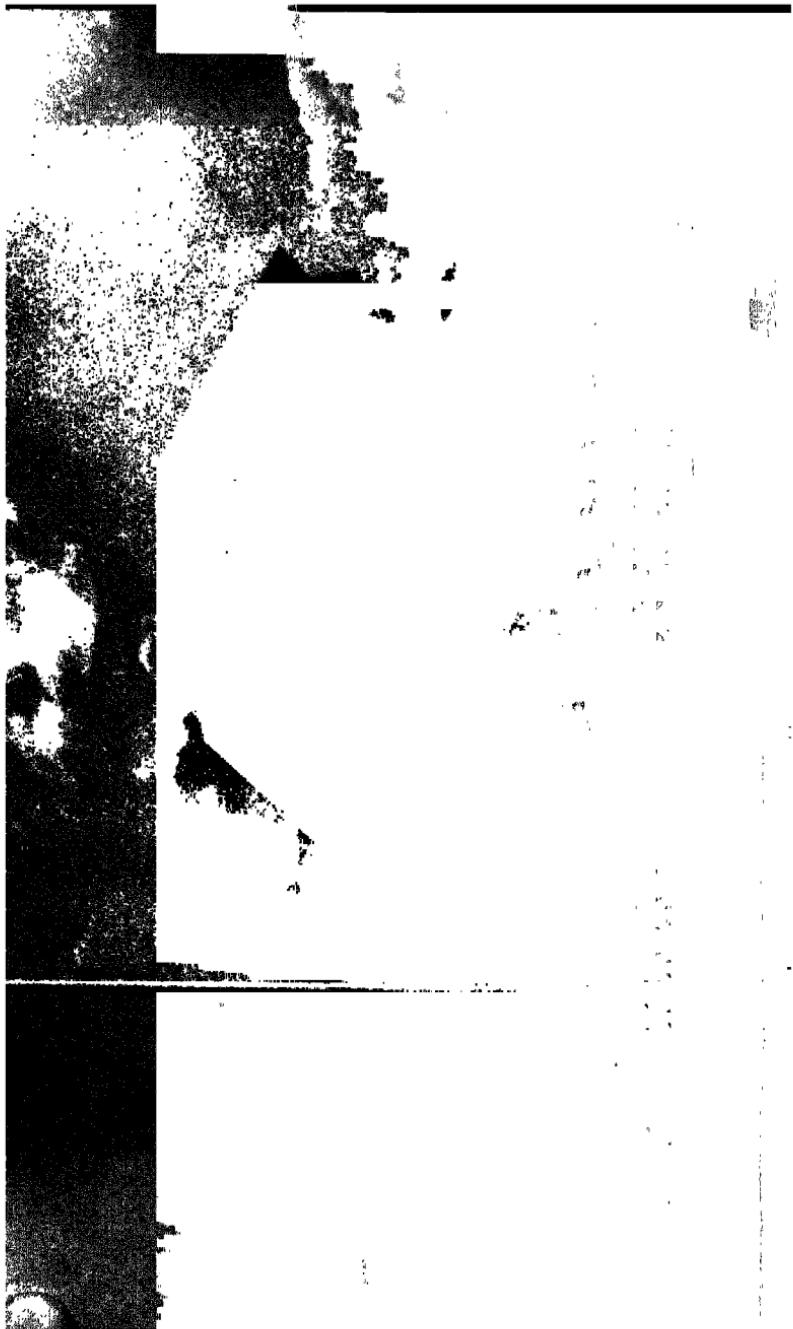
## PART VII

# What Everyone Should Know About Law

THE UNITED STATES SUPREME COURT BUILDING, adjacent to the Library of Congress on Capitol Hill in Washington, is pictured on the following page. It was completed in 1935 at a cost of 10 million dollars. The austere and classic grandeur of the building reflects the solemnity of its purpose; altho the chairs used by the nine justices remain the homely leather ones of their earlier home in the Capitol. During its existence the Supreme Court has met in eight different places, including the basement of the old Senate wing of the Capitol.

The new building includes an impressive Court Chamber, offices for the justices, a law library, and conference and reading rooms. Over the outside entrance are inscribed the words: "Equal Justice Under Law." Ascending the entrance stairs, the visitor sees first the huge pedestal blocks, weighing 45 tons each, which flank the steps. They support statues by James E. Fraser: a female figure meditating the problems of the law, and a male figure, girded with a sheathed sword, who symbolizes the execution of the law.

Photo, C. O. Buckingham Co.



# What Everyone Should Know About Law

JOHN SUMNER WOOD

*B.S., Harvard; LL.B., George Washington University; Member of  
the Bar of Maryland and of the District of Columbia*

GOD bless America, we sing. But why? Because America has laws made and respected by a democratic people. Ours is a government of laws which we, by our vote, have a part in making, and not of men, secret police, bosses, or dictators. The body of our laws, or the art of playing the game of living together was brought over to our country from England, and is called the "Common Law." To these rules of human conduct we have made a number of important additions: the democratic selfgovernment principles of the Mayflower Compact, early customs, the Declaration of Independence, the Constitution of the United States (which you can read in fifteen minutes), the Bill of Rights and subsequent Amendments to our Constitution, various statutes and treaties made by Congress, and the laws made by our states. These traditions and rules are our laws which are interpreted for us by our umpires, namely, our courts. All men in America are free and equal, but laws are necessary to keep freedom and equality from being crushed by force, whether that force be military, subversive, financial, administrative, or even labor unionism. Laws protect the majority from the will of an undemo-

eratic and unfair minority. We know the rules of baseball, football, tag and other games, we have recipes for cooking, formulae for medicine, tables for mathematics, and our laws are rules of conduct, fair play, and decency for men to live by. To be social and to make the laws work, men must be willing to abide by the decisions or will of the majority.

That which is good common sense is good law, and therefore the best law is the simplest law. The laws which many of us use or rely upon in our everyday experience are simple to understand but difficult to state briefly.

### *Your Rights Under Criminal Law*

An act in violation of a criminal law which injures and endangers the community is called a crime and is punished by the state thru its criminal prosecuting officer. You, as an individual, receive protection and redress by complaining under oath of your injury to the District Attorney or State's Attorney, and he, for the state, conducts a criminal proceeding. Insofar as the act damages you as an individual, it is a wrong which we call a tort. To receive money damages for a tort, you proceed against the person who has violated your rights, by civil action.

We all know that murder, manslaughter, rape, larceny, robbery, burglary, embezzlement, failure to comply with certain statutes, such as income tax law, certain labor legislation, health regulations, etc., are crimes punishable by the state. A serious crime which is usually attended by a year or more in prison, or involves

moral turpitude, is called a "felony." Any crime less than a "felony" is called a "misdemeanor," which may include violating the game laws, traffic violations, and other criminal injuries of a lesser degree of seriousness to the community.

### *The Right to a Fair Trial*

If you are suspected of a crime or caught in a police dragnet you cannot object to being held for a short while for investigation. At the end of a reasonable time you are entitled to telephone an attorney or friend. If you are detained for an unreasonable length of time you obtain your freedom by a writ of habeas corpus. The duration of your detention depends somewhat on the seriousness of the crime committed. If you are detained an undue length of time, the police, who have thus kept you, are themselves probably committing a crime. No man should be kept waiting unduly long without being charged with some crime in a warrant and being given an opportunity to obtain counsel and reasonable bail, if the crime is not too serious. This detention enables the police to obtain evidence and track down guilty persons without word getting about that the police are aware of the crime and are looking for the criminal. Altho this procedure in some cities has been abused; nevertheless, in America you at least know that you will be given a fair trial and be released, if innocent, which is more than can be said of most other countries in the world, not only in times of war, but in times of peace.

We are protected against unlawful search and seizure or false arrest, and we are entitled to our day in court,

an opportunity to defend ourselves and engage counsel, a fair hearing before a jury of twelve men [except as to certain minor misdemeanors], the benefit of the services of an impartial judge who merely presides over the meeting which is called our trial, and who maintains order, rules on the evidence, and tells the jury what the law is. We are entitled to have the jury render a verdict in accordance with the facts, without prejudice, favoritism, or any feeling of anger. Since an innocent man is practically never punished unjustly in our country, and since everybody knows the difference between right and wrong, it is hardly necessary that anything further be said on the subject of criminal law. The law-abiding citizen will normally be interested in those branches of the law known as torts, contracts, and property rights.

#### *Torts or Wrongs Committed Against You*

A tort is a wrong against you, the individual, and, for damages sustained, you usually receive money from the person doing the wrong. A steals B's ring. A has committed a crime against society and also a wrong or tort against B who may compel A to return the ring or pay for it. It is our duty not to injure our neighbor's right of property, reputation, personal security, privacy, or freedom from unfair competition.

#### *Assault and Battery—Defense of Life or Property*

The apparent intent, apparent physical ability, plus an unsuccessful attempt to injure, done so as to put a reasonable man in fear of bodily harm, is an *Assault*. A doubles up his fist and, moving toward B, says "I will knock you down," or "Do not take one step from where you are until you have paid me that debt," or A points a gun at

B in a threatening manner, or A strikes at B and misses him; these are examples of an Assault. A completed assault becomes a *Battery*, which consists of a mere offensive touching of the body, clothes, horse you are riding, chair or carriage you are sitting in at the time of contact. There need be no actual damages because tort law protects the interests of your personal security. Examples of Battery are kicking, striking, injuring by throwing an object, or shooting, "smoking out" a tenant, cutting a man's hair, throwing water on him, spitting in his face, performing an improper or unauthorized surgical operation.

### *The Right of Selfdefense*

Selfdefense may justify or excuse what is otherwise an assault or battery, providing it is reasonable and not excessive. Life can only be taken to save a life or in defending your home or person from a criminal attack which might endanger your life. You may evict a trespasser from your property or prevent someone from stealing your property, but force must be sparingly used. You may meet force with like force after all means of retreat or persuasion are exhausted, but the duty is on you not to use more force than is necessary. The policeman, parent, teacher, football player, prize fighter, using excessive force or breaking the rules of the game may himself become liable in tort. Selfdefense, also known as Selfhelp, like a strong medicine, has to be given at the proper time in the proper amount and at the peril of the person who is relying upon this type of a right. Mere words, threats, or conduct unaccompanied by an overt act never excuse or justify an assault or a battery. Mem-

bers of a family, husband, wife, child, and probably near relatives, master or servant may defend one another providing they use the same amount and kind of force which the person in danger requires in order to be defended.

*False Imprisonment* occurs wherever a person or a policeman without right detains you by force or fear, even if the detention against your will takes place in an open street. Absence of malice or mistake are not excuses for any restraint of the liberty of the person of another. Example: "I will not let you take one step until you have paid that debt"; or A places B in a room from which the only means of escape is unsafe; or locks B in a moving vehicle; or sets B adrift in a boat without oars; or without right touches B, intending to take him into custody, stating that B is under arrest, and B submits.

*Deceit* exists where one makes an untrue statement, knowing or not caring whether it be true or false, intending to induce another person to act upon his untruth, and where such other person acts in reliance upon the statement to his detriment and damage.

*Malicious Prosecution* occurs wherever a criminal judicial proceeding without reasonable or probable cause and actuated by malice has been instituted against you and terminated in your favor.

*Conspiracy* is to defraud, to do a trespass, to injure another in his business, property, or calling, by the engagement of persons to cooperate in accomplishing an unlawful thing or some lawful purpose by unlawful means.

*Malicious Interference with Contract* is wherever one maliciously causes another to break his contract with a third person to the injury of said third person, and to the benefit of the wrongdoer at the expense of the third person.

*Trespass* is a broad term including any wrong committed with force to the person or property of another. Trespass is primarily an abuse of our possession of lands or goods rather than of our ownership. Mere walking upon another's land is a trespass. You must be in actual possession or have the right to take possession, or you must have constructive possession, as where the actual physical possession of your property is in the hands of your agent. Certain trespasses are permitted, in cases of the abatement of nuisance, distress, necessity, private defense, expressed or implied consent, or a special property privilege called an easement, that is, a right to use adjoining land for the benefit of your land.

The tort of *Conversion* is wherever one assumes power over property from its true owner irrespective of motive. If a garage or repair man withholds your car as security for more money than you owe him, he has converted your car, and thereby has become liable for its value; and he cannot insist upon returning the property to you at a later date. If A intentionally or unintentionally in good faith sells B's property, without B's authority, to C, both A and C are liable to B for the conversion. Some states give the innocent purchaser a right to return the property to B. If A finds B's property, he can require B to make some reasonable proof of his title, but, if A's demands are excessive, A becomes a converter. Posses-

sion, popularly speaking, is nine points of the law? No! Indeed it may be the makings of a law suit for conversion, or even of a crime.

*Waste* pertains solely to real estate. A tenant cannot remove virgin soil, wrongfully cut timber or destroy wild life which is natural around the land, etc., without the owner's permission.

*Nuisance* exists where you wrongfully use your property so as to interfere with or annoy another in the enjoyment of his legal rights; with actual injury and damages. Excessive noise, vapors, smells, etc., may render life and the use of property so unenjoyable as to constitute a nuisance. Under certain circumstances you are allowed to abate a nuisance, if you can do so without a breach of the peace. If a tree on your neighbor's land has branches that overhang your land, you may cut off the parts of branches overhanging your land, but not cut down the tree. You may move an automobile in order to unpark your own car, providing you do so without injury to the car.

*Negligence* is the thoughtless or careless failure to exercise care which you are under a legal duty to use and which failure proximately causes injury to another. The failure intentionally or otherwise to be as careful as persons in any like particular situation should be is negligence, and such a thoughtless person is liable in damages. If you see the danger or negligent acts of another and do not use reasonable care in your own protection and are injured, then we have what the law calls contributory negligence, and that bars you, the injured person, from any recovery.

Where a person is negligently or wrongfully killed, most states provide that damages can be recovered by the personal representative of the deceased person.

*Seduction* is unlawfully persuading a woman by deception or promise of marriage to commit sexual intercourse. A parent may sue for the seduction of his daughter.

*Slander* consists of acts or words falsely uttered, and *Libel* consists of written or printed false matter published, with malice and of a disparaging character, which are heard, seen, or read by a third party and which are calculated to subject a person to public hatred, contempt, or ridicule. The slander or libel may be "privileged," as when given in discharge of a duty, or part of fair criticism and comment. Truth, as to a civil or tort slander or libel is a complete defense, but not so as to a criminal defamation.

### *Important Facts About Contracts*

Where one offers orally or in writing to do or not do a legal act for another at a price, money, promise, or act, i. e., a valuable consideration, in exchange or return, and the offer is accepted by word, act, or writing, we have a contract. When there has been a meeting of the minds, offer and acceptance, completed by word, act, or conduct, and the amount of the money consideration involved is large or the time element long, or it relates to real estate, or sale of personal property, then there should be a written memorandum signed by the parties who are to be bound. For your protection all contracts should be in writing, but as a rule an oral contract can

be just as binding, and, too, it is your word of honor. An offer must be accepted without modification or condition. An acceptance differing from the offer may itself be a counter offer which must be accepted "as is" in order to ripen into a contract. Except as to an "option," which is itself a contract consisting of an offer, acceptance, and valuable consideration to hold an offer open for a certain time, any offer can be revoked at any time before acceptance; or it lapses if not accepted within a reasonable time, or upon death or insanity of either party before acceptance. A contract requires a consideration, but in most states no proof of consideration is necessary if the word "Seal" appears with the signature. A promise to do the impossible, or that which you are already bound to do, or where A owes B \$100, and B offers to accept \$50 as payment in full and A pays the \$50, are a few examples of transactions which do not amount to a contract for want of any valuable consideration. A contract may be a nullity because one party is under 21 years of age, insane, drunk, a married woman in some states, alien, etc., or because the contract is lacking in real mutual consent, or because there has been a mistake, misrepresentation, fraud, duress or undue influence, etc.

#### *Never Sign Without Reading*

It is wise never to sign your name to any writing you do not understand; the law has to presume that you knew what you were signing. Read all small printed matter on front and especially on the back of every paper you sign. Look for carbon paper under page you are signing. The mere signing of your name, mark,

or initials is an act of magic—from it a binding or troublesome contract springs into existence. It is no excuse to sign something and later say that you did not read or understand it. Misrepresentations short of fraud, expressions of opinion, belief, or expectation, as a rule will not afford you any escape. Where there has been a mistake or misrepresentation, broken condition or warranty, fraud, duress, or something irregular, then it is wise to consult a lawyer and not attempt to be your own client. Delay in acting promptly is usually fatal—do not sleep on your rights or accept any benefits under a contract which you feel is questionable or unfair or shady.

### *When Contracts Are Unenforceable*

A contract may be unenforceable if its object or consideration is illegal or against public policy, or if you have allowed a valid contract to run unperformed for too long a time, usually 3 or 6 years, or 12 or 15 years if under seal. The latter situation usually involves a debt which has not been paid in part or had interest paid on it or been acknowledged in writing within a certain statutory period of time. But with an "open account," as in the case of a doctor's bill, each new professional service rendered keeps the debt alive. If you consult a doctor or attorney or ask a real estate or other salesman to sell your property, the law implies a promise on your part to pay either for professional services rendered or for the bringing to you of a buyer who is ready, willing and able to buy at your price.

If you make a contract as agent for another person you must sign as agent and disclose your principal's

name in order to escape liability on your principal's contract. Certain contracts are often made and later sold to another. This is called an assignment. The original party, the assignor, remains liable unless released for a consideration.

Refrain from making oral contracts because they may become too difficult to prove. Your honor may be of the highest, but how many have a word-perfect memory? Never make an offer to two different people relative to buying one type of property, because both may accept and instead of one contract you will be bound by two contracts. If A makes an offer to B by mail, telegram, or phone and B accepts in identical manner, a contract has been created the instant that the acceptance starts back to the offeror. A telegraphs an offer to B and B accepts by mail, but before the letter reaches A, B receives a revocation. There is no contract. Had B accepted by telegraph a contract would have been made the instant that B sent his telegram. If the offer is by letter and the acceptance by letter, then a contract is created the instant the acceptance is mailed. A revocation to be effective must have reached the offeree before he has posted his acceptance. Keep envelopes because their postmark and date may be vital as evidence in proving a contract. A writing except it be under seal is not the contract, but instead it is evidence of the contract. The contract remains in existence even tho the writing be lost, burnt, or stolen.

#### *Kinds of Contracts*

We have *contracts of sale* where the owner of property, being competent, agrees to transfer title for a

money consideration. A *contract of exchange* is where consideration is something other than money. If the amount involved is above a certain figure, there must be a signed written memorandum, or part delivery and acceptance, or part payment, and thus we have deposits or a dollar down to bind the sale, etc. The passing of title does not rest upon delivery or non-delivery but is a matter of intention; it is of great importance in a sales transaction if the property becomes destroyed or damaged. It is wise for the buyer to stipulate that the risk of loss shall remain with the seller until delivery of possession, or in the case of real estate until a deed has been delivered in hand to the buyer. It is also wise for a buyer to put the seller on notice that he is relying upon every representation the seller is making about the quality or condition of the property. In dealing with an agent the buyer as a rule relies at his own peril upon that agent's authority to sell or bind his principal, and often the buyer finds that he has bound himself to a mere offer which does not become a contract until the principal has counter-signed—the agent merely signs to make the buyer think he has entered into a contract; so always read and understand before you sign your name to any paper.

A *contract of bailment* consists of the delivery of personal property to a bailee upon certain contract conditions but title remains in you as the owner and bailor. You deliver your automobile to B for repair, at a price, safe keeping and return, or you may create a gratuitous bailment, or a pledge or pawn as security with power of sale in case of default. The liability

of the bailee for negligence depends upon the amount of benefit he is to receive.

A *negotiable contract, promissory note, check, or bill of exchange* transfers its rights to money by delivery and endorsement. An example of a negotiable promissory note is: "I promise for value received upon demand or within a fixed time to pay a fixed sum of money with or without interest to the order of a payee." If A orders B to pay to the order of C, and B accepts, then it is a bill of exchange. Beware of the contract which reads "pay to the order of," because you cannot later escape having to pay this debt if it has passed into the hands of an innocent party. A sells B a radio which is guaranteed to get London, and B gives A a "pay to the order of" paper which A endorses over to C. The radio can not possibly get London, but B must pay C, altho B can sue A on the warranty. You have set in motion a type of "to the order of" contract upon which C has an absolute right to rely. This "pay to the order of" contract with payee's signature on back passes as currency. When you have one of these contracts made to you as payee, and this includes a check, do not sign your name on the back until it is paid, or until you intend to negotiate it to another person, because it can be lost or stolen, and cashed. If you write on the back, pay to the order of B, then only B can use it, and to escape liability you should endorse it: "Pay to the order of B without recourse to me"; a check which you have received and are mailing to your bank should be endorsed "For deposit account of" and your name.

*Neither a Borrower Nor a Lender Be*

It may happen that your friend will ask you to sign your name on the back of his note to enable him to borrow money; without realizing it you have become responsible for his debt, if he fails to pay it. Many people, rich and poor alike, have been tricked or ruined by going on someone's note. Never do it, because if your friend cannot pay his note, he cannot repay you, and all you have may be taken away from you in payment of the note from which you received no benefit. "Neither a lender nor a borrower be"; never endorse another person's note, or become his surety or guarantor unless you have and keep enough money in your bank to pay, if called upon when this friend defaults.

A *contract of insurance* should be made only with an old line reputable insurance company, and it should be limited to your capacity to pay. You mortgage your future whenever you take out insurance or sign an installment contract or have a home encumbered by a mortgage.

A *contract of marriage* requires free mutual consent between capable unmarried or divorced parties, but once made it can only be dissolved by a formal proceeding. Some divorces are valid only in the state where obtained. Each state has its own causes for divorce, rules as to capacity of married woman to contract, liability of husband for torts of his wife, dower and courtesy, conveyances of either spouse, liability of husband for wife's contracts and his duty to support his wife and minor children, emancipation of children,

rights of parents to earnings of children, and [in a few states] duty of child to support the parent—all of which are beyond the scope of any general brief outline of the law.

Breaches of any contract should be promptly handled by your lawyer, and in fact this advice applies to all legal difficulties.

Partnerships, corporations and trusts are very complicated branches of the law and beyond the scope of an outline of laws everyone should know.

### *Purchasing and Owning Property*

Dower is a one-third right for life which a wife has in her husband's real estate; and curtesy is the right for life which the husband has in his wife's real property, if they have had a child born alive. These rights to use and income only come into full being upon the death of a spouse, but before that time each must sign contract or deed relating to real estate. Dower and curtesy have been abolished in some states.

When we purchase land we contract for a fee simple title good of record, but to get the land there must be a conveyance by deed, which must be properly executed, delivered, and recorded. The contract alone does not convey title to the land. If two men buy land they usually take title as tenants in common, so that upon the death of one his share goes to his heirs at law. If they hold title as joint tenants with right of survivorship, then upon the death of one, his interest passes to the surviving joint tenant.

When husband and wife buy property they usually hold title as tenants by the entirety, so upon the death

of one the land passes to the surviving spouse, and also the creditors of one spouse usually cannot attach the land because the whole belongs to both husband and wife. If a man has children by a deceased wife, marries and has children by this latter marriage, then he should not hold title as tenants by the entirety, because upon his death his property would pass to his widow and upon her death to her children, the children by the prior marriage being disinherited. His surviving wife is protected by her right to dower.

Land can be acquired by adverse possession over a period of usually 21 years and an easement can be acquired by adverse use for a statutory period of time. If your neighbor openly, exclusively, and hostilely uses a strip of your land or walks or drives over your land for a sufficient time, he may acquire and claim the land or right to use the land.

If you do not pay your taxes your land is sold, and after a certain period of time a tax deed passes to the purchaser. A tax title is usually an expensive nuisance which blocks you from ever selling or borrowing on the land, and often you may lose it entirely. When paying taxes be sure that your land is properly described and keep the received tax bills.

Leases or rent agreements are usually by the month or year. When the term is up it is your duty to give to the owner a thirty days notice in writing on or prior to a rent date of your intention to vacate, for otherwise you will continue liable for the rent. The owner must give you the same notice if he wants you to move. Any landlord and tenant trouble justifies the obtaining of legal advice.

### *The Importance of Wills*

Everyone who is of legal age and sound mind should have a will and not depend upon the law in effect writing a will for him after he is dead, because the laws of distribution may change, or he may not properly understand what the law of distribution of his estate is in his particular state. By making a will you pass on to your loved ones your life's accumulations according to your own wishes and their particular needs. A will is made by simply writing or typewriting your wishes on paper, such as "date, place of residence. . . . All I have I give to A"; then call in three people and in their presence as they stand and watch the movement of your hand, you sign your name, declaring the piece of paper to be your will, and they in turn sign their respective names as witnesses, in your presence, and in the presence of one another. It is important that all of you be together in the same room and that each of you watch each signature being signed, and all of this be done close to where you are, and as one operation, at one time. Tell someone where you are leaving the will so that it can be found after you are gone. You are free to destroy, revoke, or change your will at any time before death.

### *Income Tax Law and Workmen's Compensation*

At present every single person who earns a yearly gross of \$750 and every head of a family or married person who lives with his wife or family, and earns alone or with his wife a yearly gross of \$1500, must file a federal income tax return even tho there may be no tax liability.

Every man who hires any person in his trade or business, other than farm or domestic help, must pay a Social Security tax and deduct a further tax from the pay of his employee and remit this to the Collector of Internal Revenue.

If you employ men to paint your house and one of them has an accident, you are liable under most Workmen's Compensation laws; therefore, it is safer for you to state the price and terms in the form of a written contract providing for the painter doing the work at the set price as an independent contractor, entirely beyond your control. If you are an employee and injured on a job you have a right to compensation; you should report your injury to the local Workmen's Compensation Commission or its agent in your locality.

#### *How To Select a Lawyer*

Write or go to the president of your local or state bar association, your minister, your local private charitable organization, your legal aid society, or the principal of your public school, and obtain the names of three lawyers in your city or county, and then select the most successful man who has been mentioned by two or more of the above people or organizations.

Always remember that timely advice is cheaper than a law suit. A few dollars will often pay for a will, a deed, most contracts, and considerable helpful advice. When you purchase a home, you should always have the title searched by a local title company and settle for the sale thru your title company or attorney. A real estate tax certificate or letter should be obtained from the county or city treasurer or tax collector.

A lawyer never represents himself, nor does a doctor ever attend any member of his family who is ill, so obviously no layman should attempt to be his own lawyer, no matter how many outlines or books he may have read. The layman should know enough about the law to avoid common errors of conduct in his daily life and to recognize a duty or a right or a situation as to which he should promptly seek legal advice.

### *The Constitution Is the Basic Law*

The law which everyone should know, guard, and protect, and which is the very essence of every American's life is that which is set forth in our Constitution and especially in its Amendments. Remember that without our efficient and honest courts our whole existence would degenerate into a political mess of favoritism, secret police, general fist fights, and chaos.

Yes, God bless America because America has laws and courts open to all men whether they be rich or poor, citizens or aliens—irrespective of color or race; so long as our Constitution remains the supreme law of our land.

# A Primer of Parliamentary Law

F. M. GREGG

*Author of "Handbook of Parliamentary Law"*

WE ATTACH importance to good manners. They enable social life to run smoothly and pleasantly. Good form in the transaction of public business is equally important. Without a common understanding of procedure to be followed, there is likely to be confusion and ill-will. Parliamentary law is a system of procedure. Its four basic principles are: justice and courtesy to all; one thing at a time; the rule of the majority; and the rights of the minority. Procedure for conducting public business goes back at least to the Roman Senate. It came to us by way of the English Parliament. Thomas Jefferson was the pioneer parliamentarian in America. His Manual is still a part of the "Rules of the United States House of Representatives." A knowledge of parliamentary law is necessary to effective participation in important public affairs.

## *How To Study Parliamentary Law*

The best way to master the principles of parliamentary law is thru constant practice in clubs and groups. In addition to the practice gained thru the transaction of the usual business, a period may well be provided at various times to give each member experience in pre-

siding over a meeting, introducing motions, debating them, referring matters to a committee, voting, and the other common procedures. The table which follows is a summary of parliamentary motions discussed in this article. Every club should have a good text on parliamentary law and it is desirable that courses in the subject be included in highschool and college curriculums. This primer is but a simple introduction. You will do well to study, observe, and practice to make yourself a master in the use of parliamentary forms and procedures.

### *Table of Parliamentary Motions*

#### I. PRINCIPAL MOTIONS

- [1] Main Motion
- [2] Rescind (or Repeal)
- [3] Expunge

#### II. SUBSIDIARY MOTIONS

- [1] Postpone Indefinitely
- [2] Amend a Question
- [3] Refer to a Committee
- [4] Postpone to a Certain Time
- [5] Previous Question (Stop Debate)
- [6] Lay on or Take from the Table

#### III. INCIDENTAL MOTIONS

- [1] Suspension of Rules
- [2] Withdrawal of a Motion or Question
- [3] Reading of Papers
- [4] Objection to Considering a Question
- [5] Point of Order and Appeal
- [6] Reconsider the Vote on a Question

#### IV. PRIVILEGED MOTIONS

- [1] Call for the Order of the Day
- [2] Question of Privilege
- [3] Take a Recess
- [4] Adjourn (Unqualified)
- [5] Fix Time for Reassembling

*Conducting a Simple Meeting*

When a group of people have come together for a common purpose, some member rises and says, "The meeting will please come to order. Whom will you have for chairman?" Another member says, "I nominate Mr. So-and-so." Several may be nominated in this way. The leader then says, "Those in favor of Mr. So-and-so will please rise and be counted." Thus he goes down the line of candidates and the one getting the most votes is then introduced as the chairman. A secretary is elected in similar fashion. The chairman either states the object for which the meeting was called, or asks someone else to do this. The chairman then asks for a motion that expresses the general feeling about the matter. Discussion follows and a vote is taken. A motion is made to adjourn; it is seconded and voted on; and adjournment follows.

*Organizing a Society*

The start is the same as in a simple meeting. The first business, however, is a motion to appoint a committee on constitution and bylaws. For groups chartered as a part of a state or national organization, the charter and rules of the higher authority usually take the place of the constitution, so that a set of bylaws is generally sufficient. It is usually desirable to have the constitution or bylaws already prepared so that the committee can report them at once. Someone will then say, "I move the adoption of the committee's report." When this motion is seconded, the chairman says, "It has been moved and seconded that we adopt the committee's report. The secretary will read the first article." Amendments may be offered to each

article as it is read, discussed, and voted on. Finally a vote is taken on the adoption of the report as a whole.

### *Duties of Officers and Members*

Once a constitution is adopted, the first business is the election of officers. The election must follow the method outlined in the constitution or bylaws. Names and duties of officers are also given in the constitution or bylaws. The president as head of the organization is especially responsible for its success. A good president never becomes excited, angry, or partial, and does not enter into debate. He knows the rules of the assembly and applies them tactfully. He stands when stating motions and when taking votes. He never refers to himself in the first person but says, "The *chair* declares the question lost," or "The *chair* appoints Mr. Smith to the committee." Members have their rights based on complete equality, are expected to behave as ladies and gentlemen, to abide by the rules, and to help the group attain its purposes.

### *Order of Business*

When the hour for opening a meeting arrives, the president taps the table with his gavel and says, "The meeting will please come to order. The secretary will call the roll." After roll call, the president says, "We shall now listen to the reading of the minutes of the last meeting." The secretary addresses the president, is recognized, and proceeds to read. The president asks, "Are there any corrections to the minutes? If not, they stand approved as read." If corrections are offered, the secretary is asked to make the necessary changes. The next order of business is the calling for reports of committees, and then for un-

finished business. New business is next taken up, and then follows the special program of the club. The meeting is closed by a vote on adjournment. The secretary's notes follow the outline here given.

### *Conducting Business*

To introduce a motion or to speak on a question, a member first "obtains the floor." This is done by rising and addressing the president by his proper title. The president recognizes him by saying, "Mr. Smith has the floor." Business is introduced by making a motion, that is, by stating a proposition for the club to act on. *There must always be something definite to discuss before the talk begins.* The standard form is, "Mr. President [pausing for recognition], I move that . . . [stating his proposition]." Another member [remaining seated] says, "I second the motion." The motion must then be stated by the president ["It has been moved and seconded that . . ."] after which it becomes a *question* and remarks are called for by the president. Finally, after discussion by the members, the vote is taken and reported to the group by the president.

### *Voting on a Question*

Voting is a means of finding out the wishes of a majority (sometimes two-thirds) of the members on the question before the club. If the vote is by "ayes and noes," the president may say, "Those in favor say 'Aye.'" After pausing, "Those opposed say 'No.'" The approximate number of voices is the basis of the president's decision, who says, "The question is carried (or lost)." If the vote is uncertain or fairly even, the president or a member

may call for a "division," in which case those in favor of the question will be asked to stand and be counted; likewise those opposed. It is every member's duty to vote tho he cannot be compelled to do so. A president may vote when the voting is by ballot, or by "yeas and nays," and in all other cases when his vote would *change the result*. He can thus *make* or *break* a tie or a two-thirds vote.

### *Principal Motions or Questions*

Parliamentary motions fall into four groups as shown in the table on page 318. The first group are known as *Principal Motions*. They serve to bring new business before the club and may be made only when no other business is under consideration. They include [1] *Main Motions*, which bring new propositions before the club, are open to debate, and require a majority vote to carry them; [2] *To Rescind*; and [3] *To Expunge*. The last two are little used.

### *Subsidiary Motions or Questions*

Subsidiary motions are attached to other questions for one or more of three purposes: To modify them, to delay action on them, or to stop debate on them. It is important to know the order of precedence in dealing with *Subsidiary Motions or Questions*.

### *Amending Questions*

One of the most frequently used of Subsidiary Motions is that of *Amending*. This means that one may add words to the Main Question, or subtract words, or substitute words, or divide the question. Suppose the question to be "that we hold five meetings this year at Mr. Smith's

house." A member addresses the president and says, "I move to amend the question by striking out the word 'five' and inserting the word 'seven.'" If a second is heard, the president says, "It has been proposed to amend the question by striking out . . . etc." When debate is called for, a secondary amendment may be proposed to the primary one, but no more, such as "to strike out the word 'seven' and substitute the word 'nine.'" In voting, the secondary amendment is first voted on, then the primary one, and finally the original question or the question as amended.

### *Privileged Motions*

One more look at the table on page 318 will show that there is still a group of five motions, the *Privileged Motions*, so important that they may break in at almost any time. Three of these are quite commonly used: [1] *To Take a Recess* makes all the motions above it in all the lists "stand by," tho it may not be made when anyone is speaking on a question. It is not debatable but may be amended as to length of time for the recess. [2] *To Adjourn* is like the motion *To Take a Recess* but may not be amended. This is true for the simple form only—"I move that we adjourn." However, if a motion *To Adjourn* contains additional words, it at once becomes exactly like a *Main Motion* and is debatable. [3] *To Fix a Time for Reassembling* attempts just what it says and takes precedence over all other motions or questions.

### *Incidental Motions*

Sometimes when there are several matters under consideration, things get tangled. At such times some *Incidental Motion* is brought in to keep the business traffic

moving properly. For the list of such motions, you may again consult the table on page 318. Only two or three of these are much used. *Withdrawal of a Motion or Question* may be asked for by the maker and, if no one objects, its withdrawal is allowed. If anyone objects, it is necessary to make a motion to permit its withdrawal. When there has been a parliamentary mistake, a member may make a *Point of Order* calling attention to the matter. If a member disagrees with the president's decision, he may "*Appeal* from the decision of the chair to the judgment of the assembly," which may then vote either to sustain or overrule the chair's decision. An *Appeal* is usually debatable.

#### *Action by Common Consent*

The method of getting business accomplished by "common consent" is one that may well be employed to push business along in cases where there is likely to be general agreement on the matter, or where the group is so small that less formality is required. The chair says, "If there is no objection, such and such will be done." After pausing for objection, "There is no objection and it is so ordered." Suppose, for example, that a number of nominations have been made, and someone now moves that nominations come to a close. Instead of taking a vote on such a matter, the chair may say, "If there are no objections, the nominations will be declared closed." If no objection is made, time is saved and business expedited. If objection is made, the chair will then state the motion and take a vote.

## PART VIII

# The American Citizens Reading

*WHEN JOHANN GUTENBERG in his secret workshop poured the molten metal into the rough matrices he had cut for separate types, the instrument for the spread of democracy was created. When early Cavaliers and Puritans planted the crude beginnings of free public schools, the forces of democracy were multiplied. When in 1876 the first meager beginnings of the public library movement were evolved, democracy was for all time assured. The world was old when typography was invented. Less than five centuries have passed since then, and in this interval—but a brief period in the long history of human endeavor—there has been more enlargement of opportunity for the average man and woman than in all the time that went before. Without the instrumentality of the printed page, without the reproductive processes that give to all the world in myriad tongues the thought of all the centuries, slavery, serfdom, and feudalism would still shackle the millions not so fortunate as to be born to purple and ermine and fine linen. The evolution of the book is therefore the history of the unfoldment of human rights.—Henry E. Legler, formerly Librarian of the Chicago Public Library.*

# Building Your Home Library

JOY ELMER MORGAN

*Editor, Journal of the National Education Association*

EVERY HOME should have a carefully selected library suited to the needs and aspirations of its members. That is a duty we owe to ourselves and our children. The food we put into our minds is as important as the food we put into our bodies. One percent of the family income is not too much to spend to nourish its intellectual life. Among books and periodicals which may well be included in the home library are:

- [1] A clear type edition of the Bible with a section for the family record. Consult your pastor for suggestions.
- [2] *The American Citizens Handbook*. A book of, by, and for the people which belongs in every home. Tell your friends about it. National Education Association, Washington, D. C., 416p. \$1.
- [3] A reliable dictionary and a good atlas. Consult any librarian or teacher for suggestions.
- [4] *Dr. Copeland's Home Medical Book* by Royal S. Copeland will save many times its cost by the knowledge it gives about the human body and the various ailments that afflict it. Published by John C. Winston Company, Philadelphia, Pennsylvania, 1934, 582p. \$2.95. For a simple booklet on first aid there is the pamphlet by the United States Public Health Service entitled *Until the Doctor Comes*, which may be obtained from the Government Printing Office, Washington, D. C., 1941, 60p. 10 cents.

[5] The most famous and dependable of the innumerable cookbooks is *The Boston Cooking-School Cook Book* by F. M. Farmer, published by Little, Brown and Company, Boston, Massachusetts, 1936, \$2.50. An inexpensive cookbook, *Aunt Sammy's Radio Recipes*, may be purchased from the Government Printing Office, Washington, D. C., 15 cents.

[6] *Familiar Quotations: Passages, Phrases, and Proverbs Traced to Their Sources*, compiled by John Bartlett, is a valuable key to the world's most famous sayings. Blue Ribbon Books, New York City, 1454p. \$1.69.

[7] For reading aloud, Burton E. Stevenson's *Home Book of Verse* is a veritable treasure chest. It contains as much as a dozen ordinary books and is worth more than its cost to anyone who can afford it. Henry Holt and Company, New York City, 2 volumes, 4009p. \$15.

[8] The gardener in the family will appreciate *The Garden Encyclopedia* edited by E. L. D. Seymour, William H. Wise and Company, New York, 1400 pages, 750 illustrations, \$4.

[9] *The American Observer* is an excellent weekly discussion of national and international affairs. This paper does not contain advertising. Civic Education Service, Washington, D. C., yearly subscription \$2.

[10] The favorite general reader of adult America is *The Reader's Digest*, published monthly at Pleasantville, New York, yearly subscription \$3.

[11] For information and prices about consumers' goods, membership in the Consumers Union, 17 Union Square, New York City, will repay itself many times over in wise purchasing. The yearly subscription of \$3.50 includes the monthly *Reports* and the invaluable *Buying Guide* issued each year.

### How To Buy Books

These books are but a beginning. Books are like windows opening into an illimitable world of literature, history, biography, fiction, travel, science, and philosophy. Books wisely used inspire and guide youth, are

a joy thruout life, and a comfort for the sunset years. The ones we like best should be owned and kept at hand. Others may be borrowed from the library. Valuable buying and reading lists are available in the following *Personal Growth Leaflets* published by the National Education Association [see page 58 of this Handbook for leaflet prices]:

- [202] Books Everyone Should Know
- [206] American History in Fiction
- [221] Newbery Medal Books for Children
- [222] Books Every Child Should Know
- [226] Sixty Children's Books of 1940-41
- [233] Fiction for Junior Highschool Students
- [237] Fiction for Highschool Students
- [251] Readable Books of 1940

Books may be had from local bookstores. They may be purchased directly from the publishers. Or perhaps most conveniently of all they may be ordered thru the Consumers' Book Cooperative, Inc., 27 Coenties Slip, New York City. Life membership in this cooperative organization is \$2. Members receive monthly the book club's periodical entitled *The Reader's Observer* which gives important information about books and how to buy them. Consumers' Book Cooperative will supply books of all publishers postpaid at list prices.

Anyone who can spend \$100 a year or more for books may well buy *Living with Books: The Art of Book Selection* by Helen E. Haines, published by Columbia University Press, New York City, 1935, 505p. \$4.

## HOW TO SECURE U. S. GOVERNMENT PUBLICATIONS

A LIMITED NUMBER of publications of the United States government are free and may be requested from the agency which publishes them. *All material for which a charge is made should be ordered from the Superintendent of Documents, Washington, D. C.* Send coin, money, or check. Do not send stamps. Postage is not required for shipment within the United States and Territories and to certain foreign countries.

The Superintendent of Documents is the sales office for all federal government publications and is located in the Government Printing Office, largest and most completely equipped printing establishment in the world. Receipts from the sale of over 65,000 different government publications are about \$600,000 a year. Some publications become national "best sellers"—for example the pamphlet on *Infant Care* prepared by the Children's Bureau, of which almost 2 million copies have been sold.

Free pricelists of government publications may be secured from the Superintendent of Documents. There are some 50 pricelists, including:

- No. 10—*Laws*—Federal statutes and laws on various subjects.
- No. 11—*Foods and Cooking*—Home economics, household recipes.
- No. 19—*Army and Militia*—Manuals, aviation, pensions.
- No. 31—*Education*—Agricultural and vocational education.
- No. 33—*Labor*—Child labor, women workers, wages, workmen's insurance.
- No. 35—*Geography and Explorations*—National parks, etc.
- No. 38—*Animal Industry*—Domestic animals, dairy industry.
- No. 50—*American History and Biography*.
- No. 53—*Maps*—Government maps and directions for obtaining them.
- No. 68—*Farm Management*—Farm accounts, marketing, farm homes, etc.
- No. 72—*Publications of interest to suburbanites and home builders*.
- No. 73—*Handy Books*—Books for ready reference on many topics.

The United States Department of Agriculture publishes the *Farmers' Bulletins* and *Leaflets* and other material, much of which is free, on farm and home topics. A copy of its *List of Available Publications* will be sent on request.

# The American Guide Series

FOR the past few years the Work Projects Administration of the federal government has operated a program for unemployed writers and clerical workers, numbering from a peak of approximately 6000 to the recent level of about 2000. Their chief task has been the preparation of guidebooks to states, territories, major highways, cities, and regions of the United States. Each book is sponsored by a state or local organization. These well-bound, illustrated guides for travellers and "arm-chair" sightseers will promote their love and knowledge of America as a whole. A complete list of WPA Writers' Program publications may be obtained from the headquarters of the WPA, 1734 New York Avenue Northwest, Washington, D. C. State and territorial guides now in print are:

*Alabama State Guide.* Richard R. Smith Co. N.Y. 1941, 442p. \$2.75  
*A Guide to Alaska, Last American Frontier.* Macmillan, N.Y. 1939, 427p. \$3

*Arizona: A State Guide.* Hastings House, N.Y. 1940, 530p. \$2.50

*Arkansas State Guide.* Hastings House, N.Y. 1941, 447p. \$2.50

*California: A Guide to the Golden State.* Hastings House, N.Y. 1939, 713p. \$3

*Colorado State Guide.* Hastings House, N.Y. 1941, 511p. \$2.50

*Connecticut: A Guide to Its Roads, Lore, and People.* Houghton Mifflin Co. Boston, 1938, 593p. \$3

*Delaware: A Guide to the First State.* Viking, N.Y. 1938, 549p. \$2.50

[District of Columbia] *Washington, D. C., A Guide to the Nation's Capital.* Wilfred Funk, Inc., N.Y. 1941, \$3

*Florida: A Guide to the Southernmost State.* Oxford Univ. Press, N.Y. 1939, 600p. \$2.50

*Georgia: A Guide to Its Town and Countryside.* University of Georgia Press, Athens, 1940, 559p. \$2.50

*Idaho: A Guide in Word and Picture.* Caxton Printers, Caldwell, 1937, 431p. \$3.50

*Illinois: A Descriptive and Historical Guide.* A. C. McClurg & Co., Chicago, 1939, 687p. \$3

*Indiana State Guide.* Oxford Univ. Press, N.Y. 1941, 548p. \$2.75

*Iowa: A Guide to the Hawkeye State.* Viking, N.Y. 1938, 583p. \$2.50

*Kansas: A Guide to the Sunflower State.* Viking, N.Y. 1938, 583p. \$2.50

*Kentucky: A Guide to the Bluegrass State.* Harcourt, N.Y. 1939, 489p. \$2.50

*Louisiana State Guide.* Hastings House, N.Y. 1941, 746p. \$3.

*Maine: A Guide Down East.* Houghton, Boston. 1937, 476p. \$3

*Maryland: A Guide to the Old Line State.* Oxford University Press, N.Y. 1940, 561p. \$2.75

*Massachusetts: A Guide to Its Places and People.* Houghton Mifflin, Boston, 1937, 675p. \$3

*Michigan State Guide.* Oxford Univ. Press, N.Y. 1941, 682p. \$2.75

*Minnesota: A State Guide.* Viking Press N.Y. 1938, 523p. \$2.50

*Mississippi: A Guide to the Magnolia State.* Viking, N.Y. 1938, 545p. \$2.50

*Missouri State Guide.* Duell, Sloan & Pearce, N.Y. 1941, 652p. \$2.75

*Montana: A State Guide Book.* Viking, N.Y. 1939, 429p. \$2.50

*Nebraska: A Guide to the Cornhusker State.* Viking Press, N.Y. 1939, 424p. \$2.50

*Nevada State Guide.* Binfords & Mort, Portland, Ore. 1940, 315p. \$2.50

*New Hampshire: A Guide to the Granite State.* Houghton Mifflin Co., Boston. 1938, 559p. \$3

*New Jersey: A Guide to Its Present and Past.* Viking, 1939, 735p. \$2.50

*New Mexico State Guide.* Hastings House, N.Y. 1940, 458p. \$2.50

*New York State Guide.* Oxford Univ. Press, N.Y. 1940, 782p. \$3

*North Carolina: A Guide to the Old North State.* Univ. of North Carolina Press, Chapel Hill. 1939, 601p. \$2.50

*North Dakota: A Guide to the Northern Prairie State.* Knight Printing Co., Fargo. 1938, 371p. \$1.25

*Ohio State Guide.* Oxford Univ. Press, N.Y. 1940, 729p. \$2.75

*Oklahoma State Guide.* Univ. of Okla. Press, 1941, \$2.50

*Oregon: End of the Trail.* Binfords & Mort, Portland, 1940, 549p. \$2.50

*Pennsylvania State Guide.* Oxford Univ. Press, N.Y. 1940, 660p. \$3

*Puerto Rico Guide.* Univ. Society, N.Y. 1940, 448 p. \$2.75

*Rhode Island: A Guide to the Smallest State.* Houghton Mifflin Co., Boston, 1937, 500p. \$3

*South Carolina State Guide.* Oxford Univ. Press, N.Y. 1941, 514p. \$2.75

*A South Dakota Guide.* State Pub. Co., Pierre, 1938, 441p. \$2

*Tennessee: A Guide to the State.* Viking, N.Y. 1939, 558p. \$2.50

*Texas State Guide.* Hastings House, N.Y. 1940, 718p. \$3

*Utah State Guide.* Hastings House, N.Y. 1941, 595p. \$2.50

*Vermont: A Guide to the Green Mountain State.* Houghton, Boston, 1937, 392p. \$3

*Virginia: A Guide to the Old Dominion.* Oxford U. Press, 1940, 699p. \$3

*Washington State Guide.* Binfords & Mort, Portland, Oregon. 1941, \$3

*West Virginia State Guide.* Oxford Univ. Press, 1941, 559p. \$2.75

*Wisconsin State Guide.* Duell, Sloan & Pearce, N.Y. 1941, 651p. \$2.75

*Wyoming State Guide.* Oxford Univ. Press, N.Y. 1941, 490p. \$2.75

# American History in Fiction

GUNNAR HORN

*Benson Highschool, Omaha, Nebraska*

To understand history as something real, something that happened to people not much different from ourselves, there is no better way than to read historical fiction, for the novelist helps us to understand the elements of human character which make history. Sixty novels devoted to American history are suggested here. For those desiring a shorter list, twenty-five books have been marked by asterisks. The list is tentative and will be revised if those who use it can suggest improvements. Give copies of this list to your students and friends to encourage reading as a lifelong enterprise in selfdevelopment.

Most of the books listed may be had postpaid at prices indicated from Consumers' Book Cooperative, Inc., 27 Coenties Slip, New York City. A few of the books are out of print but are available in libraries.

## *Discovery and Exploration 1000-1607*

Cooke, John E. *My Lady Pocahontas*. Houghton, 1907. 190p. \$2. A tale of Captain John Smith and Pocahontas, the coming of Pocahontas to Jamestown, her marriage, and visit to England.

Hough, Clara S. *Leif the Lucky*. Century, 1926. 346p. \$2. A stirring story of the sons of Eric the Red and their explorations in the year 1000, resulting in the discovery of Vineland.

Johnston, Mary. *1492*. Little, 1922. 315p. \$2.50. To escape the Inquisition the young hero of this story joins the crew of Columbus.

Kester, Vaughan. *John O' Jamestown*. Bobbs. 1913. 353p. \$2. The settling of Jamestown, Virginia, and the work of Captain John Smith are related in this story.

\* Kingsley, Charles. *Westward Ho!* Grosset. 1935. 634p. \$1. A story of exploration during the reign of Queen Elizabeth.

### *Colonization 1607-1763*

Bennett, John. *Barnaby Lee*. Century. 1902. \$2. Peg-legged Governor Stuyvesant is the leading character in this story of the siege of New Amsterdam by the British.

\* Cather, Willa. *Shadows on the Rock*. Knopf. 1931. 280p. \$2.50. A picture of the French colony in Quebec in the time of Frontenac and Bishop Laval.

\* Hawthorne, Nathaniel. *The Scarlet Letter*. Grosset. 1934. 283p. 50¢. This story of retribution shows and helps to explain the religious and moral outlook of the Puritans.

\* Johnston, Mary. *To Have and To Hold*. Houghton. 1934. 433p. 92¢. The romance of a Virginian who purchased one of the wives sent over by the London Trading Company in 1619.

\* Sublette, Clifford M. *The Scarlet Cockerel*. Little. 1931. 293p. \$1.50. A tale of French Huguenots settling on the St. John river in Florida and their difficulties with the Spaniards.

### *Birth of the Nation 1763-1789*

\* Boyd, James. *Drums*. Scribner. 1936. 492p. \$1. Most of this story takes place in North Carolina prior to the revolt against England. Then the scene shifts to England and finally to the frigate of John Paul Jones.

\* Churchill, Winston. *Richard Carvel*. Grosset. 1935. 549p. \$1. A picture of London and Annapolis before and during the Revolution, with John Paul Jones, Washington, Walpole, and other historical characters.

\* Cooper, James F. *The Spy*. Grosset. 1936. 245p. 50¢. The hero of this story is a spy in the service of Washington.

Lancaster, Bruce. *Guns of Burgoyne*. Grosset. 1940. 424p. \$1. Burgoyne's expedition and defeat told from the point of view of a young Hessian officer.

Mitchell, S. Weir. *Hugh Wynne*. Appleton-Century. 1922. 567p. \$1. The career of a Free Quaker on Washington's staff, set in Philadelphia at the time of the Continental Congress.

Page, Elizabeth. *The Tree of Liberty*. Farrar. 1939. 985p. \$3. The adventures of a family who migrated westward in the latter part of the 18th century. Jefferson is a friend of the hero.

Pinckney, Josephine. *Hilton Head*. Farrar. 1941. 524p. \$2.75. A story based on the actual adventures of a young surgeon who came to Carolina from England by way of Barbados.

Roberts, Kenneth. *Oliver Wiswell*. Doubleday. 1940. 836p. \$3. The story of the American Revolution as seen by a colonist who was loyal to the Crown.

Thompson, Daniel P. *The Green Mountain Boys*. Nelson. 1938. 485p. \$1. Under the leadership of Ethan Allen, the "Green Mountain Boys" protected Vermont against the British. An exciting event is the capture of Fort Ticonderoga.

Thompson, Maurice. *Alice of Old Vincennes*. Grosset. 1908. 419p. 75¢. Life in the Northwest and the work of George Rogers Clark during the Revolution.

### *The Federal Republic 1789-1829*

<sup>8</sup> Cable, George W. *The Grandissimes*. Scribner, 1908. 448p. \$2.50. A long feud between two Creole families in New Orleans in 1803, the year the Louisiana territory became a part of the United States.

Johnston, Mary. *Lewis Rand*. Houghton. 1924. 510p. \$2. This book depicts the turbulent life of Virginia during the days of Jefferson and the trial of Aaron Burr.

Nicholson, Meredith. *The Cavalier of Tennessee*. Grosset. 1939. 402p. \$1. A story of Andrew Jackson in the early days of Tennessee.

Skinner, Constance L. *The White Leader*. Macmillan, 1926. 219p. \$1.75. A vivid picture of the days when General Wilkinson intrigued to join Tennessee to Louisiana under Spanish rule.

Stackpole, E. A. *Patriot Ahoy!* Morrow. 1937. 310p. \$2. A story of the War of 1812 and the part played in it by Thad Jenkins and a company of Quakers.

*Growth of Sectionalism 1829-1861*

Brown, Katharine H. *The Father*. Grosset. 1929. 368p. \$1. A New England Abolitionist and his daughter move to Ohio where the father's editorials attract the attention of Lincoln.

Edmonds, Walter. *Rome Haul*. Modern Library. 1938. 347p. 95¢. The story of a young farmer turned boatman in the heyday of the Erie canal.

\* Eggleston, Edward. *The Hoosier Schoolmaster*. Grosset. 1913. 281p. 75¢. A good picture of the lawless and homely life of a crude backwoods settlement in Indiana about 1850.

Fairbank, Janet A. *Bright Land*. Houghton. 1932. 525p. \$2.50. A New Hampshire girl runs away from home to go West. She settles in Galena, Illinois.

\* Garland, Hamlin. *Trailmakers of the Middle Border*. Grosset. 1930. 426p. \$1. The experiences of a Maine family who migrate to Wisconsin.

\* Hough, Emerson. *The Covered Wagon*. Grosset. 1938. 378p. \$1. This is the classic account of the Oregon Trail in '48. Unbridged rivers, Indian attacks, and prairie fires are incidents.

Jones, Nard. *Swift Flows the River*. Dodd. 1940. 449p. \$2.50. Pioneer days on the Columbia River form the background for this story of Caleb Paige who wanted to become a riverboat captain.

\* Quick, Herbert. *Vandemark's Folly*. Grosset. 1939. 420p. \$1. A chronicle of pioneering along the Erie Canal westward to Iowa. Quick is more cheerful than Garland, but a realist, too.

\* Roberts, Elizabeth M. *The Great Meadow*. Viking. 1930. 338p. \$2.50. A story of Virginians who pioneer in the wilds of Kentucky where they suffer Indian attacks and other hardships.

Stewart, George R. *East of the Giants*. Holt. 1938. 478p. \$2.50. The daughter of a New England sea captain elopes with a Spanish ranch owner in California.

*Civil War and Reconstruction 1861-1875*

Bacheller, Irving. *A Man for the Ages*. Grosset. 1935. 416p. \$1. A good fictional account of the period, with Lincoln as the central figure.

\* Crane, Stephen. *Red Badge of Courage*. Appleton. 1926. 242p. \$1. The battle of Chancellorsville, and the psychology of a soldier in action.

\* De Forest, John W. *Miss Ravenel's Conversion*. Harper. 1939. 466p. \$2.50. First published in 1867, this story presents an objective and realistic account of life in both North and South and at the battle front.

Mitchell, Margaret. *Wind with the Wind*. Macmillan. 1939. 1037p. \$2. A detailed picture of Southern life, this book is almost epic in its account of life in Georgia during and after the Civil War.

Page, Thomas N. *Red Rock*. Scribner. 1938. 586p. \$2.75. A story dealing with the war and after, carpetbagging, and Ku Klux Klan raids.

#### *National Expansion 1875-1914*

\* Aldrich, Bess Streeter. *A Lantern in Her Hand*. Appleton-Century. 1928. 306p. \$2. The story of a pioneer wife and mother on one of the first Nebraska farms.

Ferber, Edna. *Cimarron*. Grosset. 1930. 398p. 75¢. The Oklahoma land rush of 1889 and the life of picturesque Yancey Cravat and his aristocratic wife, Sabra.

Ford, Paul L. *The Honorable Peter Stirling*. Grosset. 1930. 434p. \$1. A novel of political life, based somewhat on the career of Grover Cleveland.

\* Howells, William Dean. *The Rise of Silas Lapham*. Houghton. 1937. 381p. \$2.50. The story of a selfmade man and his family. He loses his money without losing either his sturdiness or his character.

Jackson, Helen Hunt. *Ramona*. Grosset. 1940. 432p. 50¢. The love story of gentle Ramona and the mission Indian, Allesandro, this is also a story of American injustice in old California.

Norris, Frank. *The Pit*. Modern Library. 1934. 403p. 95¢. Set in Chicago, this story is devoted to the development of big business at the close of the 19th century.

\* Rolvaag, O. E. *Giants in the Earth*. Blue Ribbon. 1937. 465p. 98¢. A heroic tale of Norwegian settlers on the plains of South Dakota.

Tarkington, Booth. *The Magnificent Ambersons*. Grosset. 1937. 516p. \$1. This novel presents a picture of social and industrial changes in a typical midwestern city.

\* Wharton, Edith. *The Age of Innocence*. Appleton-Century. 1938. 365p. \$2.50. A story of aristocratic life in New York in the '70's, presenting a vivid picture of a now vanished world.

\* Wister, Owen. *The Virginian*. Grosset. 1938. \$1. Set in Wyoming between 1874 and 1890, this story of a courageous and honest cowboy shows the transition of the region from cow country to farming country.

### *The World War 1914-1918*

Cather, Willa. *One of Ours*. Knopf. 1922. 459p. \$2.50. A baffled young farmer who develops his real character at the front in France.

\* Fisher, Dorothy Canfield. *The Deepening Stream*. Modern Library. 1938. 393p. 95¢. The effect of the war upon a young American couple who serve in France.

\* Nordhoff, C. B., and Hall, James Norman. *Falcons of France*. Little. 1929. 332p. \$2.50. Scouting expeditions and bombing raids by daredevil pilots, wrecked planes, imprisonment, and an escape by a young American.

Rinehart, Mary Roberts. *Amazing Interlude*. Grosset. 1918. 75¢. An American girl goes to Belgium and establishes a soup kitchen behind the lines.

Sinclair, Upton. *World's End*. Viking. 1940. 740p. \$3. A young American is drawn into the European intrigues of the armament makers in the years 1913-1919.

### *Post War and Present Day America*

\* Barnes, Margaret Ayer. *Within This Present*. Houghton. 1933. 611p. \$2.50. The chronicle of a prosperous Chicago family, covering the years 1914-1919 and 1928-1933.

Fairbank, Janet A. *The Lion's Den*. Grosset. 1932. 374p. 75¢. The struggles of a young Congressman to resist the questionable methods of practical politics in the nation's capital.

Fisher, Dorothy Canfield. *Seasoned Timber*. Harcourt. 1939. 485p. \$2.50. A struggle between the principles of democracy and dictatorship, set in rural Vermont.

\* Lewis, Sinclair. *Babbitt*. Harcourt. 1939. 401p. \$1.29. A satire on the American businessman. A picture of middle-class life in a typical American city.

Santayana, George. *The Last Puritan*. Scribner. 1936. 602p. \$2.75. The mature and thought-provoking story of a New England Puritan in a modern world.

### *For Further Reading on American History*

For those interested in pursuing further any of the periods suggested in the preceding pages, almost any public library will have a number of bibliographies of both fiction and nonfiction devoted to American history.

Several of these that may prove useful are:

*Background Readings for American History*, compiled by Jean C. Roos. H. W. Wilson Company. New York. 1939. 59p. 35¢.

*By Way of Introduction*. American Library Association. Chicago. 1938. 128p. 65¢.

*Historical Fiction*, compiled by Hannah Logasa. McKinley. Philadelphia. 1941. 193p. \$2.

*An Annotated Bibliography of American Historical Fiction*, compiled by N. J. Thiessen. Kansas State Teachers College. Emporia. 1938. 65p. 20¢.

*For books are more than books, they are the life, the very heart and core of ages past, the reason why men lived and worked and died, the essence and quintessence of their lives.*—AMY LOWELL.

### ON THE USES OF BOOKS AND READING

Buy books as you buy food: insist on abundance, variety, and quality. Allow as much time and money to nourish your mind as you do your body.

Build your library as carefully as you do your financial estate; both are essential to security, happiness, and long life.

Read mostly what you enjoy, but include some books that are difficult and even unpleasant—try to understand your world as it is. In your reading make a fair division of time between the great books of the ages; the best books of your own day; and the books and periodicals of the moment. Select some one field that interests you most and make a special collection of books therein, such as biography, drama, poetry, essays, art.

### THE COMMON MIND

Mind is man's most distinctive characteristic; it lifts him above the beasts. Civilization which requires the cooperation of many people is sustained by the common mind. We understand each other and are happy in our companionships because we have had the same experiences, read the same books, developed similar tastes. The more specialized we become in our vocations, the more important that our schooling, our companionships, and our home education shall foster a rich and adventuresome cultivation of the mind. Otherwise we shall have too little in common to live together and shall know too little to govern ourselves. An overspecialized civilization always crumbles in the end and ours is highly specialized. There is need that we should exalt and cultivate the common mind.

## PART IX

# Facts for Every Citizen

**THE NATIONAL ARCHIVES BUILDING, Washington, D. C.,** is a special repository for the more valuable and rare documents of the United States Government and a reference library where students are permitted to consult such documents. Since the beginning of the nation, the problem of conserving public documents has been great. In 1810 Congress appropriated \$20,000 for a fireproof depository and then ignored the subject for more than a century. Valuable papers were burned in 1814 when the British invaded Washington. In 1833, 1877, and on other occasions, national records were threatened by fire. Valuable documents were mutilated by stamp and autograph collectors. They were stored in out-of-the-way places inaccessible to students. Not until 1926 did Congress appropriate funds for the National Archives Building, pictured on the following page, which was completed in 1935.

Its monumental and imposing architecture is suited to the purpose of the Archives, which is stated on a wall inscription to be:

*This building holds in trust the records of our national life and symbolizes our faith in the permanency of our national institutions.*

*Photo, National Archives*



# Facts for Every Citizen

THE aim of this section of the Handbook is to make available for convenient reference facts which are useful in planning and managing one's life, home, or farm. It is expected that this section will be enlarged in future editions of this book. The reader is invited to suggest material which he would like to see included. The contents of this section are:

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# POPULATION OF THE UNITED STATES 1790 TO 1940

Census Year	Population	Number	Increase over Preceding Census	
			Percent	Number
1940.....	131,669,275.....	8,894,229.....	7.2	
1930.....	122,775,046.....	17,064,426.....	16.1	
1920.....	105,710,620.....	13,738,354.....	14.9	
1910.....	91,972,266.....	15,977,691.....	21.0	
1900.....	75,994,575.....	13,046,861.....	20.7	
1890.....	62,947,714.....	12,791,931.....	25.5	
1880.....	50,155,783.....	10,337,334.....	26.0	
1870.....	39,818,449.....	8,375,128.....	26.6	
1860.....	31,443,321.....	8,251,445.....	35.6	
1850.....	23,191,876.....	6,122,423.....	35.9	
1840.....	17,069,453.....	4,203,433.....	32.7	
1830.....	12,866,020.....	3,227,567.....	33.5	
1820.....	9,638,453.....	2,398,572.....	33.1	
1810.....	7,239,881.....	1,931,398.....	36.4	
1800.....	5,308,483.....	1,379,269.....	35.1	
1790.....	3,929,214.....	—	—	—

## POPULATION AND OTHER FACTS ABOUT THE STATES

State	Admit- ted [Sq. mi.] to Union	Number Represen- tatives	Population [1940]	Population [1930]	21-Year-Olds [1940]
Alabama.....	51,998..1819...	9..	2,832,961..	51,759	
Arizona.....	113,956..1912...	2..	499,261..	7,561	
Arkansas.....	53,335..1836...	6..	1,949,387..	35,646	
California.....	158,297..1850...	23..	6,907,387..	94,941	
Colorado.....	103,948..1876...	4..	1,123,296..	17,897	
Connecticut.....	4,965..1788...	6..	1,709,242..	26,729	
Delaware.....	2,370..1787...	1..	266,505..	4,147	
Florida.....	58,666..1845...	6..	1,897,414..	27,754	
Georgia.....	59,265..1788...	10..	3,123,723..	58,291	
Idaho.....	83,888..1890...	2..	524,873..	7,877	
Illinois.....	56,665..1818...	26..	7,897,241..	136,597	
Indiana.....	36,354..1816...	11..	3,427,796..	54,997	
Iowa.....	56,147..1846...	8..	2,538,268..	41,634	
Kansas.....	82,158..1861...	6..	1,801,028..	33,411	
Kentucky.....	40,598..1792...	9..	2,845,627..	46,907	

POPULATION AND OTHER FACTS—Continued

State	Area [Sq. mi.]	Admit- ted to Union	Number of Represent- atives	Population [1940]	21-Year-Olds [1930]
Louisiana.....	48,506	1812	8	2,363,880	41,411
Maine.....	33,040	1820	3	847,226	12,504
Maryland.....	12,327	1788	6	1,821,244	29,535
Massachusetts.....	8,266	1788	14	4,316,721	71,284
Michigan.....	57,980	1837	18	5,256,106	83,618
Minnesota.....	84,682	1858	9	2,792,300	44,442
Mississippi.....	46,865	1817	7	2,183,796	39,361
Missouri.....	69,420	1821	13	3,784,664	63,786
Montana.....	146,997	1889	2	559,456	9,084
Nebraska.....	77,520	1867	4	1,315,834	25,390
Nevada.....	110,690	1864	1	110,247	1,447
New Hampshire.....	9,341	1788	2	491,524	7,170
New Jersey.....	8,224	1787	14	4,160,163	71,234
New Mexico.....	122,634	1912	2	531,818	7,551
New York.....	49,204	1788	45	13,479,142	227,636
North Carolina.....	52,426	1789	12	3,571,623	63,122
North Dakota.....	70,837	1889	2	641,935	13,107
Ohio.....	41,040	1803	23	6,907,612	115,595
Oklahoma.....	70,057	1907	8	2,336,434	46,813
Oregon.....	96,699	1859	4	1,089,684	16,967
Pennsylvania.....	45,126	1787	33	9,930,180	166,387
Rhode Island.....	1,248	1790	2	713,346	11,647
South Carolina.....	30,989	1788	6	1,899,804	34,742
South Dakota.....	77,615	1889	2	642,961	12,488
Tennessee.....	42,022	1796	10	2,915,841	50,700
Texas.....	265,896	1845	21	6,414,824	115,972
Utah.....	84,090	1896	2	550,310	9,647
Vermont.....	9,564	1791	1	359,231	5,617
Virginia.....	42,627	1788	9	2,677,773	45,244
Washington.....	69,127	1889	6	1,736,191	27,187
West Virginia.....	24,170	1863	6	1,901,974	31,641
Wisconsin.....	56,066	1848	10	3,137,587	50,052
Wyoming.....	97,914	1890	1	250,742	4,124
Dist. of Columbia.....	70	—	—	663,091	9,278
<b>TOTALS.....</b>	<b>3,026,789</b>	<b>435</b>	<b>131,669,275</b>	<b>2,211,031</b>	

*Population of possessions 1940—Alaska, 72,524; American Samoa, 12,908; Guam, 22,290; Hawaii, 423,380; Canal Zone, 51,827; Philippines, 16,356,000; Puerto Rico, 1,869,255; Virgin Islands, 24,889.*

## PRESIDENTS OF THE UNITED STATES

No.	Name	Politi- ties	Native State	Date of Birth	Inaugu- rated	Date of Death
1	George Washington	F	Va.	Feb 22, 1732	1789	Dec 14, 1799
2	John Adams	F	Mass.	Oct 30, 1735	1797	July 4, 1826
3	Thomas Jefferson	RD	Va.	Apr 13, 1743	1801	July 4, 1826
4	James Madison	RD	Va.	Mar 16, 1751	1809	June 28, 1836
5	James Monroe	RD	Va.	Apr 28, 1758	1817	July 4, 1831
6	John Quincy Adams	RD	Mass.	July 11, 1767	1825	Feb 23, 1848
7	Andrew Jackson	D	S. C.	Mar 15, 1767	1829	June 8, 1845
8	Martin Van Buren	D	N. Y.	Dec 5, 1782	1837	July 24, 1862
9	Wm. Henry Harrison	W	Va.	Feb 9, 1773	1841	Apr 4, 1841
10	John Tyler	D	Va.	Mar 29, 1790	1841	Jan 17, 1862
11	James Knox Polk	D	N. C.	Nov 2, 1795	1845	June 15, 1849
12	Zachary Taylor	W	Va.	Nov 24, 1784	1849	July 9, 1850
13	Millard Fillmore	W	N. Y.	Jan 7, 1800	1850	Mar 8, 1874
14	Franklin Pierce	D	N. H.	Nov 23, 1804	1853	Oct 8, 1869
15	James Buchanan	D	Pa.	Apr 23, 1791	1857	June 1, 1868
16	Abraham Lincoln	R	Ky.	Feb 12, 1809	1861	Apr 15, 1865
17	Andrew Johnson	D	N. C.	Dec 29, 1808	1865	July 31, 1875
18	Ulysses S. Grant	R	Ohio	Apr 27, 1822	1869	July 23, 1885
19	Rutherford B. Hayes	R	Ohio	Oct 4, 1822	1877	Jan 17, 1893
20	James A. Garfield	R	Ohio	Nov 19, 1831	1881	Sept 19, 1881
21	Chester A. Arthur	R	Vt.	Oct 5, 1830	1881	Nov 18, 1886
22	Grover Cleveland	D	N. J.	Mar 18, 1837	1885	June 24, 1908
23	Benjamin Harrison	R	Ohio	Aug 20, 1833	1889	Mar 13, 1901
24	Grover Cleveland	D	N. J.	Mar 18, 1837	1893	June 24, 1908
25	William McKinley	R	Ohio	Jan 28, 1843	1897	Sept 14, 1901
26	Theodore Roosevelt	R	N. Y.	Oct 27, 1858	1901	Jan 6, 1919
27	William Howard Taft	R	Ohio	Sept 15, 1857	1909	Mar 8, 1930
28	Woodrow Wilson	D	Va.	Dec 28, 1856	1913	Feb 3, 1924
29	Warren G. Harding	R	Ohio	Nov 2, 1865	1921	Aug 2, 1923
30	Calvin Coolidge	R	Vt.	July 4, 1872	1923	Jan 5, 1933
31	Herbert C. Hoover	R	Iowa	Aug 10, 1874	1929	
32	Franklin D. Roosevelt	D	N. Y.	Jan 30, 1882	1933	

F—Federalist

D—Democrat

RD—Republican-Democrat

R—Republican

W—Whig

## MILESTONES IN AMERICAN HISTORY

1492—Christopher Columbus discovered America October 12.

1513—Ponce de Leon discovered Florida; Balboa, the Pacific Ocean.

1607—Jamestown, Virginia, settled under Captain John Smith.

1609—Manhattan Island discovered by Henry Hudson; Lake Champlain by Samuel Champlain.

1619—Representative legislature of Virginia met at Jamestown.

1620—Mayflower Compact signed by Pilgrim Fathers November 11.

1624—Manhattan Island purchased from the Indians by Peter Minuit.

1636—Harvard College opened in Massachusetts, the first in U. S.

1647—The Massachusetts Law of 1647 asserted the right of the state to require communities to maintain public schools.

1735—The trial of Peter Zenger, editor, New York Weekly Journal, established the right to tell the truth in print.

1773—The "Boston Tea Party" protested the English tax on tea.

1774—First Continental Congress convened at Philadelphia.

1775—The beginning of the Revolutionary War.

1776—Declaration of Independence signed July 4 at Philadelphia.

1777—The "Stars and Stripes" adopted by Continental Congress as the national flag, on June 14, now observed as Flag Day.

1778—Benjamin Franklin negotiated treaty with France recognizing American independence.

1781—The British general, Cornwallis, surrendered at Yorktown.

1783—Peace treaty signed between United States and Great Britain.

1785—Ordinance of 1785 marked beginnings of national aid for education by reserving one section in every township for schools.

1787—U. S. Constitution ratified September 17 at Philadelphia.

1789—Washington inaugurated President April 30, New York City; and first Congress under the Constitution convened.

1789—The United States Supreme Court created in September.

1793—Cornerstone of the U. S. Capitol laid at Washington, D. C.

1800—U. S. Congress met for first time in Washington, D. C.

1803—Louisiana Purchase made from France for 15 million dollars.

1812—War between U. S. and Great Britain; peace signed in 1814.

1821—First public highschool in the United States established.

1823—Monroe Doctrine forbade European intervention in America.

1825— Erie Canal completed, linking East and West.

MILESTONES—*Continued*

1833—Oberlin College founded, the first coeducational college.  
1835—Treaty signed with Mexico recognizing independence of Texas.  
1837—State Board of Education created in Massachusetts, with Horace Mann as secretary; had a nationwide influence.  
1839—First state normal school in America opened at Massachusetts.  
1842—First child labor law in U. S. enacted in Massachusetts.  
1852—Compulsory school attendance law followed child labor law.  
1857—National Education Association organized at Philadelphia.  
1860—First pony-express linked Missouri with California.  
1861—Formation of Southern Confederacy marked start of Civil War.  
1863—President Lincoln's Emancipation Proclamation freed slaves.  
1865—Surrender of Lee at Appomattox marked end of Civil War.  
1867—Alaska purchased from Russia for 7 million dollars.  
1868—Hampton Institute established as first Negro college.  
1873—First public-school kindergarten opened at St. Louis.  
1890—First International American Conference held in Washington.  
1892—University of Wisconsin made courses available to all the people of the state thru extension work.  
1897—National Congress of Parents and Teachers organized.  
1898—War between U. S. and Spain; peace signed December 10.  
1904—Panama Canal construction begun; completed in 1914.  
1914—World War began; United States entered in 1917.  
1918—World War ended Armistice Day, November 11.  
1920—Woman Suffrage secured by the Nineteenth Amendment.  
1927—Charles A. Lindbergh flew from New York to Paris.  
1930—White House Conference drew up the "Children's Charter."  
1934—U. S. granted independence to the Philippine Islands, effective about 1945.  
1935—Federal Social Security Act passed to promote security of citizens by government aid.  
1940—Selective Service Act signed by President Roosevelt.  
1941—President Roosevelt elected for a third term.  
1941—Atlantic Declaration formulated international policy.

THE NATION'S CALENDAR  
[Legal or Public Holidays Are Stated]

JANUARY

- \* 1—New Year's Day.
- 3—Congress convenes.
- 17—Benjamin Franklin's birthday.
- 19—Robert E. Lee's birthday.
- 20—Inauguration Day. Every four years after Presidential election.

FEBRUARY

- \* 12—Abraham Lincoln's birthday.
- 15—Susan B. Anthony's birthday.
- \* 22—George Washington's birthday.

APRIL

- 6—Army Day.
- 14—Pan American Union Day.
- \* Good Friday, before Easter Sunday.

MAY

- 1—May Day Festivals in parks and playgrounds.
- 4—Horace Mann's birthday.
- \* 30—Memorial or Decoration Day.  
Mother's Day, second Sunday in May.  
Citizenship Recognition Day, third Sunday in May.

JUNE

- 14—Flag Day observances and display of the Flag

JULY

- \* 4—Independence Day. Parade and other patriotic observances.

SEPTEMBER

- \* Labor Day falls on the first Monday of September.

OCTOBER

- \* 12—Columbus Day; Columbus discovered America.
- 27—Navy Day; the birthday of Theodore Roosevelt.

NOVEMBER

- \* 11—Armistice Day exercises at Arlington Amphitheater.  
American Education Week observed thru the week including Armistice Day.
- \* General Election Day, 1st Tuesday after 1st Monday.
- \* Thanksgiving Day observed the last Thursday.

DECEMBER

- \* 25—Christmas Day.

## AMERICAN EDUCATION WEEK

AMERICAN EDUCATION WEEK was first observed in 1921. It is observed each year in the week which includes Armistice Day and beginning on Sunday. Each year approximately ten million parents and citizens visit their schools during the Week.

We celebrate Christmas because it gave us a great religion. We observe the Fourth of July because it gave us a free nation. We magnify the schools during American Education Week each year because thru them we preserve and develop the finer values of our civilization. During this week throughout America public interest centers upon the schools; a special welcome is extended to parents and other citizens to visit and study the schools; the nation pays tribute to the schools and the part they play in our life; teachers and citizens join in rededicating themselves to the cause of education and democracy.

The annual themes for the observance reflect the general trends of American life. For the past few years they have been:

- 1937—Education and Our National Life
- 1938—Education for Tomorrow's America
- 1939—Education for the American Way of Life
- 1940—Education for the Common Defense

The complete program for the 1941 observance was as follows:

### *General Theme: Education for a Strong America*

#### *Daily Topics*

Sunday, November 9	Seeking World Order
Monday, November 10	Building Physical Fitness
Tuesday, November 11	Strengthening National Morale
Wednesday, November 12	Improving Economic Wellbeing
Thursday, November 13	Safeguarding School Support
Friday, November 14	Learning the Ways of Democracy
Saturday, November 15	Enriching Family Life

American Education Week is sponsored by the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers with the cooperation of hundreds of other national, state, and local groups.

## OUR NATIONAL RESOURCES

THE GREAT social and economic problems that face the United States seem puny when measured against her vast resources. . . . Viewed from a world standpoint the United States occupies not more than  $6\frac{1}{2}$  percent of the land surface and contributes a corresponding  $6\frac{1}{2}$  percent of the world population. In area and in people it is about one fifteenth of the whole. But the United States possesses 45 percent of the wealth of the world. In its treasury lies 60 percent of the monetary gold in the possession of mankind. It has 17 billions of the 29 or 30 billions in all the world.

Every year the world produces, in round figures, 2 billion barrels of oil. Census figures show that of this 2 billion barrels  $1\frac{1}{4}$  billions, or 62 percent, are produced in that  $6\frac{1}{2}$  percent of the world's surface that lies within the United States.

The one fifteenth of the people of the world who live within the United States produce one third of all the pigiron and of the steel that rivals oil in importance. They mine 35 percent of the copper and the lead and the zinc; 30 percent of the world's coal.

Inexhaustible sulphur mines skirt the Gulf of Mexico. In Colorado there is the only mountain of molybdenum [used in hardening steel] in the world. California and New Mexico are now turning out the potash for the South's cotton crop which formerly came from Germany.

The United States consumes 45 percent of the world's tin, 56 percent of its rubber, 72 percent of its silk. There are 43 million automobiles in the world and 29 million of them, 68 percent, are in the United States. The world has 41 million telephones and 20 million of them are in this American one fifteenth of the world.

In the year 1937 the world produced 35 million bales of cotton. Of that total, 18 million bales, more than half the total, grew in the United States. In a good year the world produces 5 billion bushels of wheat and the United States comes close to one billion, or a fifth of world production.

There are more students in the colleges and universities of the United States than in those of all the rest of the world put together.

—*National Resources Planning Board.*

## OUR NATIONAL PARKS

EVERY AMERICAN is a shareholder in the great National Park System of 161 nationally important recreational areas, totalling 21,550,782 acres, set apart for the benefit of the people. From the National Park Service, Washington, D. C., created in 1916 to administer parks and memorials, the citizen-traveler may secure free booklets describing the national parks, which are:

<i>Name, Year Established</i>	<i>Location</i>	<i>Area [square miles]</i>
Acadia, 1929	Maine	27.74
Bryce Canyon, 1928	Utah	56.22
Carlsbad Caverns, 1930	New Mexico	77.45
Crater Lake, 1902	Oregon	250.52
Glacier, 1910	Montana	1537.98
Grand Canyon, 1919	Arizona	1008.00
Grand Teton, 1929	Wyoming	150.00
Great Smoky Mountains, 1930	N. C., Tenn.	686.51
Hawaii, 1916	Hawaii	275.71
Hot Springs, 1921	Arkansas	1.57
Isle Royale, 1940	Lake Superior	208.85
Kings Canyon, 1940	California	710.31
Lassen Volcanic, 1916	California	163.32
Mammoth Cave, 1936	Kentucky	66.61
Mesa Verde, 1906	Colorado	80.21
Mount McKinley, 1917	Alaska	3030.46
Mount Rainier, 1899	Washington	377.78
Olympic, 1938	Washington	1305.33
Platt, 1906	Oklahoma	1.33
Rocky Mountain, 1915	Colorado	405.34
Sequoia, 1890	California	604.00
Shenandoah, 1935	Virginia	286.42
Wind Cave, 1903	South Dakota	19.75
Yellowstone, 1872	Wyo., Mont., Idaho	3471.52
Yosemite, 1890	California	1189.24
Zion, 1919	Utah	134.91

## POSTAGE RATES

[*Subject to Change; Consult Postmaster*]

AIRMAIL: 6c. for first oz.

6c. for each additional oz. or fraction.

FIRST CLASS: Written matter and matter sealed against inspection.

*Letters* ..... 3c. an ounce or fraction.

except for local delivery which is ..... 2c. an ounce or fraction.

*Post Cards* [Private Mailing] 1c. each.

*Postal Cards* [Government] 1c. each.

SECOND CLASS: Full copies of newspapers, magazines, and periodicals. [May be sent Parcel Post if cheaper]

*Domestic* ..... 1c. for each 2 oz. or fraction.

*Foreign* ..... 1½c. for each 2 oz. or fraction.

THIRD CLASS: Merchandise and printed matter weighing 8 oz. or less. 1½c. for each 2 oz. or fraction.

*Special rate* of 1c. for each 2 oz. or fraction for printed books and catalogs of 24 pages or more.

FOURTH CLASS: [Parcel Post] covers matters weighing over 8 oz. [except 1st and 2nd class]. Zone rates apply.

SPECIAL HANDLING provides a means for securing same fast transit and delivery on fourth class parcels as is accorded letter mail. If ordinary postage stamps are used, packages must be endorsed: "Special Handling."

*Additional Fee:* 2 lbs. or less ..... 10c.  
over 2 lbs. and up to 10 lbs. ..... 15c.  
over 10 lbs. ..... 20c.

### SPECIAL DELIVERY

*First Class—Add'l Fee:* up to 2 lbs. ..... 10c.  
over 2 lbs. and up to 10 lbs. ..... 20c.  
over 10 lbs. ..... 25c.

### Other Classes [including special handling]

up to 2 lbs. ..... 15c.  
2 lbs. and up to 10 lbs. ..... 25c.  
over 10 lbs. ..... 35c.

If ordinary postage stamps are used, package or letter must be endorsed: "Special Delivery."

## POSTAGE RATES—Continued

### REGISTRY MAIL, FIRST CLASS [Sealed]

<i>Indemnity</i>	<i>Fee</i>	<i>Indemnity</i>	<i>Fee</i>
Up to \$ 5 . . . . .	15c.	\$ 300—\$ 400 . . . . .	60c.
\$ 5— 25 . . . . .	18c.	400— 500 . . . . .	70c.
25— 50 . . . . .	20c.	500— 600 . . . . .	80c.
50— 75 . . . . .	25c.	600— 700 . . . . .	85c.
75— 100 . . . . .	30c.	700— 800 . . . . .	90c.
100— 200 . . . . .	40c.	800— 900 . . . . .	95c.
200— 300 . . . . .	50c.	900— 1000 . . . . .	1.00

### INSURANCE [3rd and 4th Class only]

<i>Value</i>	<i>Fee</i>	<i>Value</i>	<i>Fee</i>
Up to \$ 5 . . . . .	5c.	\$ 50—\$ 100 . . . . .	25c.
\$ 5— 25 . . . . .	10c.	100— 150 . . . . .	30c.
25— 50 . . . . .	15c.	150— 200 . . . . .	35c.

RETURN RECEIPTS: for Insured or Registered Mail,  
Domestic—3c. each      Foreign—5c. each.

### COLLECT ON DELIVERY MAIL [Fee includes insurance]

Up to \$ 5 . . . . .	12c.	\$ 50—\$ 100 . . . . .	32c.
\$ 5— 25 . . . . .	17c.	100— 150 . . . . .	40c.
25— 50 . . . . .	22c.	150— 200 . . . . .	45c.

SEALED PACKAGES—Third and fourth class matter may be closed against inspection when wrapper bears authorized printed indicia. If sealed without indicia, parcels are subject to first class rate.

SIZE OF PARCEL POST PACKAGES—Parcels weighing less than 10 pounds, measuring over 84 inches, but not more than 100 inches, in length and girth combined, are subject to a minimum charge equal to that for a 10 pound parcel for the zone to which addressed. The maximum weight limit is 70 pounds to all zones.

### FEES FOR MONEY ORDERS [no money order issued for more than \$100]

Under	\$ 2.50 . . . . .	6 cents
Exceeding	2.50 and not exceeding \$ 5.00 . . . . .	8 "
"	5.00 " " "	10.00 . . . . .
"	10.00 " " "	20.00 . . . . .
"	20.00 " " "	40.00 . . . . .
"	40.00 " " "	60.00 . . . . .
"	60.00 " " "	80.00 . . . . .
"	80.00 " " "	100.00 . . . . .

## WEIGHTS AND MEASURES

**LONG MEASURE:** 12 inches = foot; 3 feet = 1 yard;  $5\frac{1}{2}$  yards = 1 rod; 40 rods = 1 furlong; 8 furlongs = 1 stat. mile; 3 miles = 1 league.

**SQUARE MEASURE:** 144 sq. inches = 1 sq. foot; 9 sq. feet = 1 sq. yard;  $30\frac{1}{4}$  sq. yards = 1 sq. rod; 40 sq. rods = 1 rood; 4 roods = 1 acre; 640 acres = 1 sq. mile.

**LIQUID MEASURE:** 4 gills = 1 pint; 2 pints = 1 quart; 4 quarts = 1 gallon;  $31\frac{1}{2}$  gallons = 1 barrel; 2 barrels = 1 hogshead. Barrels and hogsheads vary in size.

**DRY MEASURE:** 2 pints = 1 quart; 8 quarts = 1 peck; 4 pecks = 1 bushel.

**AVOIRDUPOIS WEIGHT:**  $27\frac{11}{32}$  grains = 1 dram; 16 drams = 1 ounce; 16 ounces = 1 pound; 100 pounds = 1 cwt.; 2,000 pounds = 1 short ton; 2,240 pounds = 1 long ton.

1 oz. Troy = 480 gr.; 1 oz. Avoirdupois =  $437\frac{1}{2}$  grains; 1 lb. Troy = 5,760 grains; 1 lb. Avoirdupois = 7,000 grains.

**APOTHECARIES' WEIGHT:** 20 grains = 1 scruple; 3 scruples = 1 dram; 8 drams = 1 ounce; 12 ounces = 1 pound. The ounce and pound in this are the same in Troy Weight.

**TROY WEIGHT:** 24 grains = 1 pwt.; 20 pwts. = 1 ounce; 12 ounces = 1 pound. Used for weighing gold, silver, and jewels.

**CIRCULAR MEASURE:** 60 seconds = 1 minute; 60 minutes = 1 degree; 30 degrees = 1 sign; 90 degrees = 1 quadrant; 4 quadrants = 12 signs, or 360 degrees = circle.

**MARINERS' MEASURE:** 6 feet = 1 fathom; 120 fathoms = 1 cable length;  $7\frac{1}{2}$  cable lengths = 1 mile; 5,280 feet = 1 stat. mile; 6,085 feet = 1 naut. mile.

**MISCELLANEOUS:** 4 inches = 1 hand; 18 inches = 1 cubit; 21.8 inches = 1 Bible cubit;  $2\frac{1}{2}$  feet = 1 military pace.

**SURVEYORS' MEASURE:** 7.92 inches = 1 link; 25 links = 1 rod; 4 rods = 1 chain; 10 sq. chains or 160 sq. rods = 1 acre; 640 acres = 1 sq. mile or section; 36 sq. miles (6 miles square) = 1 township.

**CUBIC MEASURE:** 1,728 cubic inches = 1 cubic foot; 27 cubic feet = 1 cubic yard; 2,150.42 cubic inches = 1 standard bushel; 231 cubic inches = 1 standard gallon; 1 cubic foot = about four-fifths of a bushel; 128 cubic feet = 1 cord (wood); 40 cubic feet = 1 ton.

## METRIC EQUIVALENTS

### Linear Measure

1 centimeter	0.3937 in.	1 in. = 2.54 centimeters.
1 decimeter	3.937 in. = 0.328 feet.	1 ft. = 3.048 decimeters.
1 meter	39.37 in. = 1.0936 yards.	1 yard = 0.9144 meter.
1 dekameter	1.9884 rods.	1 rod = 0.5029 dekameter.
1 kilometer	0.62137 mile.	1 mile = 1.6093 kilometers.

### Square Measure

1 sq. centimeter	0.1550 sq. in.	1 sq. inch = 6.452 square centimeters.
1 sq. decimeter	0.1076 sq. ft.	1 sq. foot = 9.2903 square decimeters.
1 sq. meter	1.196 sq. yd.	1 sq. yd. = 0.8361 sq. meter.
1 are	3.954 sq. rods.	1 sq. rod = 0.2529 are.
1 hektar	2.47 acres.	1 acre = 0.4047 hektar.
1 sq. kilometer	0.386 sq. mile	1 sq. mile = 2.59 sq. kilometer.

### Measure of Volume

1 cu. centimeter	0.061 cu. in.	1 cu. inch = 16.39 cu. centimeters.
1 cu. decimeter	0.0353 cu. ft.	1 cu. foot = 28.317 cu. decimeters.
1 cu. meter	1.308 cu. yard	1 cu. yard = 0.7646 cu. meter.
1 ster.	0.2759 cord	1 cord = 3.624 sters.
1 liter	0.908 qt. dry. 1.0567 qt. liquid.	1 qt. dry = 1.101 liters. 1 qt. liquid = 0.9463 liter.
1 dekaliter	2.6417 gallons .135 pecks.	1 gallon = 0.3785 dekaliter. 1 peck = 0.881 dekaliter.
1 hektoliter	2.8375 bushels.	1 bushel = 0.3524 hektoliter.

### Weights

1 gram	0.03527 ounce.	1 ounce = 28.35 grams.
1 kilogram	2.2046 pounds.	1 pound = 0.4536 kilogram.
1 metric ton	1.1023 English tons.	1 English ton = 0.9072 metric tons.

### Approximate Metric Equivalents

1 decimeter	4 inches.	1 liter = 1.06 quart liquid
1 meter	1.1 yards.	1 liter = 0.9 quart dry.
1 kilometer	5/8 of mile.	1 hektoliter = 2 1/8 bushels.
1 hektar	2 1/2 acres.	1 kilogram = 2 1/8 pounds.
1 ster. or cu. meter	1/4 cord.	1 metric ton = 2200 lbs.

## HOW INTEREST RATES ARE CALCULATED

*Amount of \$1 Deposited Weekly at Interest Compounded Quarterly:*

	2%	2 1/2%	3%	3 1/2%	4%	4 1/2%	5%
1	52.51	52.64	52.77	52.90	53.03	53.15	53.29
2	106.08	106.61	107.14	107.67	108.21	108.75	109.29
3	160.73	161.94	163.16	164.39	165.63	166.88	168.15
4	214.48	218.67	220.88	223.12	225.39	227.68	230.00
5	273.36	276.83	280.35	283.93	287.57	291.26	295.01
6	331.38	336.45	341.63	346.90	352.27	357.74	363.32
7	390.57	397.59	404.76	412.10	419.60	427.28	435.12
8	450.95	460.86	469.81	479.61	489.67	499.99	510.58
9	519.55	524.52	536.83	549.52	562.38	576.03	589.88
10	575.39	590.39	605.89	621.91	638.45	655.55	673.22
11	639.49	657.93	677.04	696.86	717.40	738.71	760.80
12	704.89	727.18	750.35	774.47	799.56	825.67	852.85
13	771.61	798.17	825.89	854.83	883.05	916.68	949.59
14	839.67	870.95	903.72	938.05	974.02	1,011.72	1,051.35
15	909.10	945.57	983.90	1,024.21	1,066.60	1,111.80	1,158.10
16	979.93	1,022.07	1,066.32	1,113.43	1,163.93	1,215.30	1,270.38
17	1,052.19	1,100.30	1,151.65	1,205.81	1,263.18	1,323.97	1,383.39
18	1,125.90	1,180.92	1,239.36	1,301.47	1,367.50	1,437.72	1,512.41
19	1,201.10	1,263.36	1,329.73	1,400.32	1,476.03	1,556.67	1,642.75
20	1,277.82	1,347.88	1,422.84	1,503.09	1,589.02	1,681.07	1,779.73
21	1,354.08	1,434.54	1,518.78	1,609.89	1,706.56	1,811.16	1,923.69
22	1,435.98	1,523.38	1,617.03	1,719.26	1,828.89	1,947.31	2,074.98
23	1,517.36	1,614.46	1,719.48	1,833.12	1,956.18	2,089.48	2,233.98
24	1,600.45	1,707.84	1,814.48	1,931.03	2,058.63	2,200.27	2,401.05
25	1,685.21	1,803.58	1,919.34	2,037.12	2,166.47	2,393.86	2,576.69
26	1,771.60	1,901.74	2,043.94	2,199.49	2,369.90	2,556.57	2,761.25
27	1,859.90	2,002.37	2,138.78	2,330.43	2,519.16	2,786.73	2,955.81
28	1,949.89	2,105.34	2,276.98	2,465.97	2,674.47	2,904.68	3,159.05
29	2,041.69	2,211.32	2,398.83	2,606.32	2,836.09	3,090.77	3,373.28
30	2,135.34	2,319.76	2,584.38	2,751.64	3,004.28	3,285.38	3,598.42
35	2,632.69	2,904.44	3,211.62	3,539.32	3,953.36	4,400.44	4,908.31
40	3,182.20	3,566.71	4,009.64	4,520.73	5,111.41	5,795.11	6,587.64
45	3,769.36	4,316.86	4,936.28	5,665.14	6,524.46	7,539.50	8,740.61
50	4,460.20	5,166.57	6,013.28	7,087.37	8,248.65	9,721.89	11,300.

Yr.      2%      2 1/2%      3%      3 1/2%      4%      4 1/2%      5%

## HOW INSURANCE RATES ARE CALCULATED

THE FOLLOWING is the American Experience Table of Mortality. It gives for each age the average "expectation of life" and the death rates per 1000. On the basis of such tables, the premiums on life insurance at various ages are generally calculated. The table is useful in planning one's life because it gives an idea of how long he may expect to live. Thus at age 20 the average expectation is 42.20 years; at age 50 it is 20.91 years; and at age 70 it is 8.48 years.

Age	No. Living	No. Dying	Death Rates per 1000	Expectation of Life Years	Age	No. Living	No. Dying	Death Rates per 1000	Expectation of Life Years
10	100,000	749	7.49	48.72	33	64,503	1169	18.57	17.40
11	99,251	746	7.59	48.08	35	63,364	1260	19.89	16.79
12	98,505	743	7.54	47.45	37	62,104	1325	21.34	16.05
13	97,765	740	7.57	46.80	38	60,770	1394	22.94	15.39
14	97,022	737	7.60	46.16	39	59,385	1468	24.72	14.74
15	96,285	735	7.63	45.50	40	57,917	1546	26.67	14.10
16	95,550	732	7.66	44.85	41	56,371	1628	28.88	13.47
17	94,818	729	7.69	44.19	42	54,743	1713	31.99	12.86
18	94,089	727	7.73	43.53	43	53,030	1800	33.94	12.26
19	93,362	725	7.77	42.87	44	51,930	1889	36.87	11.67
20	92,637	723	7.81	42.20	45	50,341	1980	40.13	11.10
21	91,914	719	7.86	41.53	46	47,161	2070	43.71	10.54
22	91,192	717	7.91	40.85	47	45,091	2158	47.65	10.00
23	90,471	710	7.96	40.17	48	43,113	2243	50.00	9.47
24	89,751	719	8.01	39.49	49	40,890	2321	56.76	8.97
25	89,039	718	8.07	38.81	50	38,469	2391	61.99	8.48
26	88,314	718	8.11	38.12	51	36,178	2448	67.67	8.00
27	87,596	718	8.19	37.43	52	33,730	2487	73.73	7.55
28	86,878	718	8.20	36.71	53	31,243	2505	80.18	7.11
29	86,160	719	8.35	36.03	54	28,738	2501	87.03	6.68
30	85,441	710	8.44	35.33	55	26,937	2476	94.37	6.07
31	84,791	701	8.51	34.61	56	24,761	2431	102.31	5.88
32	84,000	703	8.61	33.99	57	21,339	2369	111.06	5.49
33	83,277	706	8.79	33.27	58	18,961	2291	120.83	5.11
34	82,551	709	8.83	32.50	59	16,670	2196	131.73	4.74
35	81,822	732	8.95	31.78	60	14,474	2091	144.47	4.39
36	81,090	737	9.09	31.07	61	12,303	1964	158.61	4.05
37	80,353	742	9.23	30.35	62	10,419	1816	174.30	3.71
38	79,611	749	9.41	29.62	63	8,003	1648	191.56	3.39
39	78,862	756	9.59	28.90	64	6,955	1470	211.36	3.08
40	78,106	765	9.79	28.18	65	5,485	1992	235.55	2.77
41	77,341	774	10.01	27.45	66	4,193	1114	265.68	2.47
42	76,567	785	10.25	26.79	67	3,079	933	303.08	2.18
43	75,782	797	10.52	26.00	68	2,146	744	346.69	1.91
44	74,985	812	10.83	25.27	69	1,402	555	395.86	1.66
45	74,173	828	11.16	24.54	70	847	385	454.55	1.42
46	73,345	848	11.56	23.81	71	462	246	532.47	1.19
47	72,497	870	12.00	23.08	72	216	137	634.86	.98
48	71,687	896	12.51	22.36	73	79	58	734.18	.80
49	70,731	927	13.11	21.63	74	21	18	857.14	.64
50	69,804	968	13.78	20.91	75	3	3	1000.00	.50
51	68,842	1001	14.54	20.20					
52	67,841	1044	15.39	19.49					
53	66,797	1091	16.33	18.79					
54	65,706	1143	17.40	18.09					

## HOME BUDGET PLAN FOR YEAR

Budget Items	Total Planned for Year	Months					Total Spent
		Jan.	Feb.	Mar.	Apr.	May	
Food							
Clothing							
Shelter							
Health & Recreation							
Education & Betterments							
Utilities							
Savings & Insurance							
Debts							
Miscellaneous							

Budget Items	Total Planned for Year	Months					Total Spent
		July	Aug.	Sept.	Oct.	Nov.	
Food							
Clothing							
Shelter							
Health & Recreation							
Education & Betterments							
Utilities							
Savings & Insurance							
Debts							
Miscellaneous							

## ORGANIZATIONS INTERESTED IN CITIZENSHIP

*American Legion* [Founded 1919], 777 N. Meridian St., Indianapolis, Ind. Number members, 1,071,337. H. L. Chaillaux, Director, National Americanism Commission.

*American Library Association* [1876], 520 N. Michigan Ave., Chicago, Ill. 15,000. Exec. Sec., Carl H. Milam.

*Boy Scouts of America* [1910], 2 Park Ave., New York City. 1,429,619. Chief Scout Exec., Dr. James E. West.

*Boy Clubs of America, Inc.* [1906], 381 Fourth Ave., New York City. 295,732. Sec., Sanford Bates.

*Camp Fire Girls, Inc.* [1912], 88 Lexington Ave., New York City. 278,451. Nat'l Exec., Lester F. Scott.

*Chamber of Commerce of the United States* [1912], 1615 H St. N. W., Washington, D. C. Sec., Ralph Bradford.

*Clifton International* [1920], Farley Bldg., Birmingham, Ala. 6000.

*Daughters of the American Revolution* [1890], Mem. Continental Hall, Washington, D. C. 143,115. Sec., Mrs. W. K. Herrin.

*Girl Scouts, Inc.* [1915], 14 W. 49th St., New York City. 617,020.

*Immigration & Naturalization Service*, U. S. Department of Justice, Washington, D. C. Lemuel B. Schofield, Asst. to Att. Gen.

*Kiwanis International* [1915], 520 N. Michigan Ave., Chicago, Ill. 110,000. Sec., Fred C. W. Parker.

*Lions International* [1917], 332 S. Michigan Ave., Chicago, Ill. 140,000. Sec.-Gen. Melvin Jones.

*General Federation of Women's Clubs* [1890], 1734 N St. N. W., Washington, D. C. 200,000. Corr. Sec., Mrs. H. H. Ritchie.

*National Congress of Parents and Teachers* [1897], 600 S. Michigan Blvd., Chicago, Ill. 2,379,599. Pres., Mrs. William Kletzer.

*National Education Association of the U. S.* [1857], 1201 16th St. N. W., Washington, D. C. 203,400. Exec. Sec., Willard E. Givens.

*National Federation of Business and Professional Women's Clubs, Inc.* [1919], 1819 Broadway, New York City.

*National League of Women Voters* [1920], 726 Jackson Place, Washington, D. C. 31 state, 560 local leagues.

*Rotary International* [1910], 35 E. Wacker Dr., Chicago. 210,000. Sec., Chesley R. Perry.

*United States Office of Education* [1867], Federal Security Agency, Washington, D. C. Com., John W. Studebaker.

*Young Men's Christian Associations* [1851], 347 Madison Ave., New York City. 1,316,573. Gen. Sec., John E. Manley.

*Young Women's Christian Associations of U. S. of A.* [1906], 600 Lexington Ave., New York City. 548,000. Sec., Mrs. W. C. White.

## PART X

# Citizenship Recognition Day

HUGH TAYLOR BIRCH, whose portrait appears on the following page, is donor of the Hugh Birch-Horace Mann Fund, which made this book possible. He is an outstanding citizen and philanthropist. His great interest in the general welfare has led him to devote the earnings of a long lifetime to the creation of public parks; to the endowment of Antioch College of which he is a graduate; and to the promotion of the ideals of Horace Mann, father of the American free public school system. As a boy in Yellow Springs, Ohio, young Birch played with Horace Mann's son Benjamin. Now at the age of 92—full of vigor and good cheer—Mr. Birch spends his summers in Ohio and his winters in Florida.



HUGH TAYLOR BIRCH

*A recent portrait by Evelyn Bartlett*

# The Story of Citizenship Recognition Day

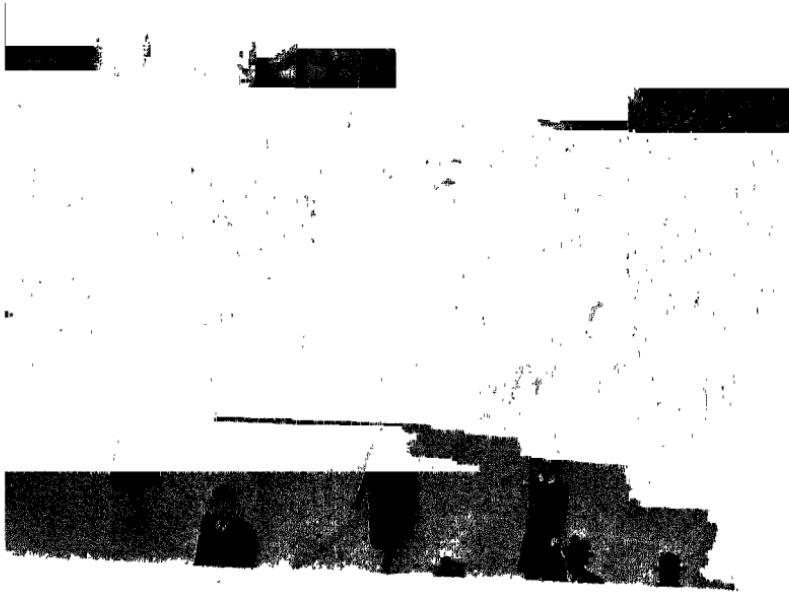
HUGH S. BONAR

*Superintendent of Schools, Manitowoc, Wisconsin, and Chairman,  
Committee on New Voter Preparation and Recognition  
of the National Education Association*

CITIZENSHIP Recognition Day, set aside by Congress to be observed the third Sunday in May each year, is destined to become a great national event which will rank along with the Fourth of July and other patriotic holidays. Annually some two million young people who each year reach the age of 21 and some two hundred thousand newly-naturalized citizens [235,260 in 1940] are admitted to active participation in government as voters.

To these new voters we look to safeguard the foundation principle of our democracy—enlightened universal suffrage with the secret ballot. What are we doing to help make these ballots count for democracy? Should not these new voters be prepared with great care for the privilege of voting and recognized with impressive ceremonies which they will remember all their lives?

While much instruction in citizenship is offered in the schools of the nation from earliest grades thru high-school, there is a real need to bridge the gap that exists for most young men and women between highschool graduation and arriving at the age to vote. For millions



*Twenty-one-year-old voters march in the parade on Citizenship Recognition Day at Manitowoc, Wisconsin*

this period represents *four years of wandering*. It is a dangerous condition. After disillusionment following inability to get regular employment these young people become easy victims of the promises of advocates of isms, or join the masses who cry, "What's the use?" Citizenship Day and the program of events preceding may be just enough to help turn indifferent and disillusioned citizens into interested and informed voters.

#### *The Manitowoc Plan*

Citizenship Day as it began in Manitowoc County, Wisconsin, in 1939, has become the starting point for a nationwide movement which makes a strong appeal to everyone interested in the future of our democratic institutions. The "Manitowoc Plan" was proposed by Dr. R. J. Colbert, head of the Social Science Department,



*A typical float in the Citizenship Day Parade stresses our right to "Life, liberty, and the pursuit of happiness"*

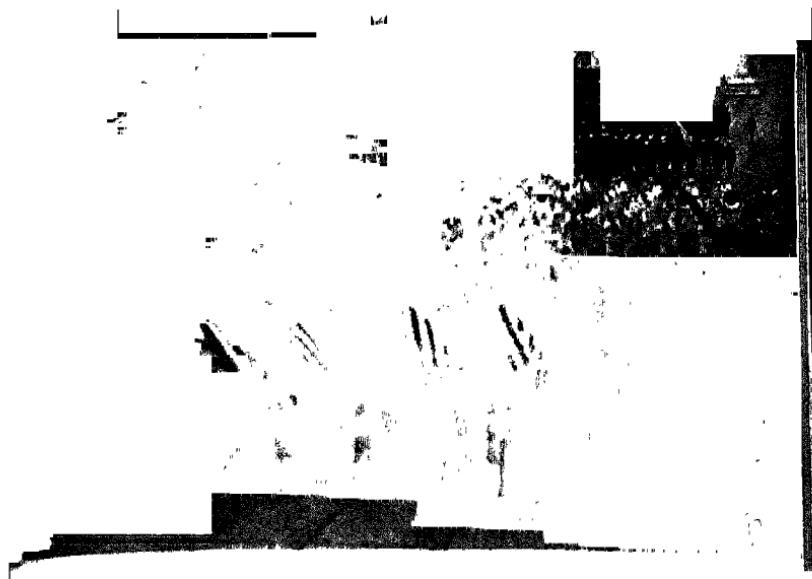
Extension Division, University of Wisconsin. The suggestion was made in an adult class in municipal government, offered by the Manitowoc Board of Vocational and Adult Education. Out of the enthusiastic response from the class, composed of teachers, city officials, and business and professional people, came the movement to plan—under the supervision of the school—a program of preparation, recognition, and induction for all young men and women in Manitowoc County who become 21 years of age during any one year.

For five months before the culminating induction ceremony, the young people attended special classes at which, under the guidance of government officials, businessmen, and university professors, they studied the machinery of government, as well as local and national problems. The culminating program was held on May 19



*The chief justice of the Wisconsin Supreme Court administers the oath of allegiance to the new voters*

and a parade in which the entire community took part was featured as a part of the day's events. Each voting precinct was invited to enter a float in the parade. The program committee had recommended the plan of using some one theme each year so that over the years there would be some sequence and little duplication. The Bill of Rights was the theme for the 1939 floats, which represented freedom of speech, freedom of worship, freedom of press, right of trial by jury, and the like. The parade ended at the Lincoln Highschool [pictured on page 53] whose 18-acre campus on the shores of Lake Michigan made a fitting setting for the induction ceremonies. The president of the state university spoke, and the chief justice of the Wisconsin Supreme Court administered the oath of allegiance to 400 new voters.



*The entire community takes part in the parade—a section showing the Marine Band and military and naval units*

### *Statewide Interest Develops*

The success of the Manitowoc plan was so outstanding that the Wisconsin legislature passed the following law directing school authorities in all counties in Wisconsin to organize committees and help start programs:

The county superintendents of schools shall annually provide a countywide educational program for adult citizenship training for Wisconsin citizens who have attained their majority and for those aliens who have become naturalized within the twelve months immediately preceding the third Sunday of May. Said educational program shall consist of lectures, forums, and other forms of instruction, allowing free and frank discussion, and conducted in a non-political, nonsectarian, and nonpartisan manner by qualified leaders selected by public school authorities. Said school authorities shall provide such teachers' institutes as will prepare said leaders to conduct said educational program. Such programs shall meet with the approval of the state department of public instruction. The schoolboards of

any city, town, or village, or any school district or school districts maintaining a highschool, or any local board of vocational and adult education, or any county board may contract with the University of Wisconsin Extension Division to conduct said educational program including teachers' institutes and citizenship training. Said educational program shall stress the doctrine of democracy upon which American government is based; duties and responsibilities of public servants, elective and appointive; duties, responsibilities, and obligations of voters; organization, function, and operation of said government. Said educational program shall be climaxed the third Sunday of May with Citizenship Day, which shall be designated as the occasion upon which Wisconsin citizens welcome said new voters into the electorate with appropriate ceremony.

### *National Sponsorship of the Plan*

Impressed with the success of the Manitowoc and other new-voter projects, the National Education Association accepted the challenge to help make this citizenship program nationwide in scope. At its San Francisco convention in July 1939, the Association passed the following resolution:

The National Education Association indorses the practice of initiating youth and naturalized aliens into citizenship by impressive ceremonies under educational sponsorship.

And in September of the same year President Amy H. Hinrichs of the NEA appointed a Committee on Induction into Citizenship with representatives from each of the states.

The NEA has long been interested in new voter preparation and recognition. Since 1932 this proposal has been in the NEA Platform: "Provision should be made to receive all persons into citizenship with suitable ceremony." And in December 1937 an editorial in *The NEA Journal* said in part: "Isn't it strange that with more

than two million young men and women reaching voting age each year, we have no public occasion to dignify and ennable that event, no community effort to fix in the minds of the new citizens a sense of the significance of citizenship in a selfgoverning republic?"

Early in 1940 the NEA Committee on Induction into Citizenship asked each state education association to appoint a cooperating committee to work for the development of the program. Such committees were appointed during 1940 in 15 states.

### *Congressional Action*

The NEA Committee decided to ask the 1940 special session of Congress to pass a joint resolution endorsing the movement and authorizing the President of the United States to annually proclaim the third Sunday in May as Citizenship Recognition Day. The American Legion, the Rotary and Kiwanis Clubs, the United States Immigration and Naturalization Service, and other civic and fraternal groups, worked with the NEA Committee in securing Congressional action.

At the request of the NEA Committee on Induction into Citizenship, the bill providing for Citizenship Day was introduced in the Senate by James M. Mead of New York, and in the House of Representatives by Congressman Joshua L. Johns of Wisconsin in recognition of the work done by his state in beginning Citizenship Day.

The joint resolution was passed by Congress in April 1940, and on May 3 the President signed the bill. The joint resolution provided:

Whereas some two million young men and women in the United States each year reach the age of 21 years; and

Whereas it is desirable that the sovereign citizens of our nation be

prepared for the responsibilities and impressed with the significance of their status in our selfgoverning Republic: Therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the third Sunday in May each year be, and hereby is, set aside as "I Am an American Day" and that the President of the United States is hereby authorized and requested to issue annually a proclamation setting aside that day as a public occasion for the recognition of all who, by coming of age or naturalization, have attained the status of citizenship, and the day shall be designated as "I Am an American Day."

That the civil and educational authorities of states, counties, cities, and towns, be, and they are hereby, urged to make plans for the proper observance of this day and for the full instruction of future citizens in their responsibilities and opportunities as citizens of the United States and of the states and localities in which they reside.

Nothing herein shall be construed as changing, or attempting to change, the time or mode of any of the many altogether commendable observances of similar nature now being held from time to time, or periodically, but, to the contrary, such practices are hereby praised and encouraged.

Either at the time of the rendition of the decree of naturalization or at such other time as the judge may fix, the judge or someone designated by him shall address the newly naturalized citizens upon the form and genius of our government and the privileges and responsibilities of citizenship; it being the intent and purpose of this section to enlist the aid of the judiciary, in cooperation with civil and educational authorities, and patriotic organizations in a continuous effort to dignify and emphasize the significance of citizenship.

#### *Groups Cooperating with the NEA*

Working thru state education associations, state departments of education, and colleges and universities, the NEA Committee has attempted to develop the New Voter Preparation and Recognition Program in every state. Many civic organizations have assisted educational authorities in various communities to carry out the program.

Especially cooperative has been the Immigration and Naturalization Service of the U. S. Department of Justice, which has long been sponsoring special ceremonies honoring newly-naturalized citizens. The Service has joined with the educational authorities in establishing the third Sunday in May as a universal observance. Thru its representatives in 22 field districts, the Service has brought the observance to the attention of the judges and clerks of the naturalization courts, and has helped greatly in developing local programs.

Another cooperating group is the American Legion thru its National Americanism Commission. The Legion, which formerly sponsored a new-voter observance on Flag Day, June 14, has voted to adopt the third Sunday in May for its annual celebration. Kiwanis International has also taken a keen interest in the project, having promoted citizenship education for many years.

### *Citizenship Day in 1941*

The nationwide response to Citizenship Recognition Day on May 18, 1941, was truly inspiring. Hundreds of communities held induction services, radio broadcasts, and parades. A nationwide radio broadcast arranged by the NEA Committee was carried to the homes of America, featuring Vicepresident Wallace, Speaker of the House Rayburn, and Justice Miller of the D. C. Court of Appeals. A summary of the 1941 observances is given in the "Roll Call of the States," pages 381-405 of the Handbook. But we know that many fine programs were held which have not yet been reported. It is hoped that sponsors will send a complete report each year to the NEA Committee, Washington, D. C.

# How to Organize New Voter Programs

HUGH S. BONAR

*County unit ideal*—The program in Manitowoc was developed on the county unit plan, which emphasizes a basic unit in our form of government. It includes a sufficient variety of governmental functions, many of which are close to every citizen's daily living. It offers the advantage of combining the interests of rural and urban groups. It provides competent leadership in most instances that would not be available in smaller community divisions. It has the advantage of making the culminating program and ceremonies more impressive because of the size of the area represented and at the same time avoids a too unwieldy unit for the execution of the several phases of the total project. Certain parts of the training program, such as discussion groups of new voters, should be held in the smallest government unit, the township or city voting precinct.

*Communitywide participation*—While the program should be developed under the auspices of school authorities, it is not desirable to have the project planned and carried out exclusively by school people. It will be more successful if organized community life is enlisted to share this responsibility. The executive committee and the various subcommittees should include representatives of the county board of supervisors and city councils, the federated women's clubs, chambers of commerce, central labor council, the press, and agriculture, in addition to the school executives of the county. These representatives should be chosen with great care. They should be

conspicuous for their industry, ability, and the respect they command in their community. While religious and political groups should not be represented as such, these factors should be kept in balance.

*Getting started*—Experience proves that little will be done until key men fired with enthusiasm take first steps. This key citizen may not be associated with the schools. That is not important. In Manitowoc County the key man was a citizen who had served the county as judge for nearly three decades. He was aware of the need. He had courage and conviction. He talked with educational leaders and other responsible community leaders. He wrote articles for the press. He insisted upon a meeting of interested citizens. Judge Albert Schmidt kept after the idea until it took root. In other communities the key citizen will be a banker, mayor, doctor, editor, preacher, or civic leader. Seldom will the program get started without specification by law as to who shall initiate the program in each county unless a key man is aroused to action.

*Instruction phase of the program*—The most important phase of this program is the instruction offered thru the small discussion groups of new voters meeting in their own townships and city wards under competent leaders. While many of these group leaders will be teachers, qualified business and professional people should not be overlooked. A man and woman should serve as leaders with each group to give equal recognition to both sexes. Institutes of training conferences should be arranged for these leaders. This was done in the development of the Manitowoc plan and was considered vital to the success of the program. While there should be free discussion of the problems of government in a democracy with particular

emphasis upon local government, no discussion leader should presume to go before his group without definite preparation and plan of procedure.

*Parade values*—On the day set for the culminating ceremonies a parade including well-planned floats not only lends color to the program but attracts a crowd. If we can attract a large crowd to witness the parade we may realize a valuable byproduct in the revival among both old and young of an appreciation of blessings in a democracy. Each year's floats might present one division in a total series of developments in the history of our American institutions—political, social, and economic. In the 1939 Citizenship Day parade in Manitowoc County, floats effectively presented guarantees set forth in the Bill of Rights. The effect upon the thousands who thronged the streets for miles was pronounced. By gleam of eye, set of chin, and spoken word, there was abundant evidence of lives being dedicated to the preservation of our liberties under law.

*Induction ceremonies*—Induction ceremonies should be impressive. Addresses should be short. Modern youth does not want flowery speeches that are empty of essentials. They will accept inspirational messages that include a basis of fundamental honesty and reflect sincerity on the part of the speaker. An oath of allegiance is appropriate and in reality offers the only semblance of a ritual in the whole project. This is the occasion to give recognition to these new voters. It is a primary aim in this whole movement and must be effectively done during these induction ceremonies.

*Financing the project*—These projects cannot be developed on a comprehensive and thoro scale without

expense. The major items of expense will include postage, printing, parade floats, and some mileage. In Manitowoc County a total of \$1400 was raised for the project. Boards of education in some communities will include an item for Citizenship Day expense in the annual budget. In some counties the board of supervisors and city councils will make special appropriations to meet the costs involved. In some counties individuals, business establishments, and civic organizations will raise funds. In some counties Citizenship Day buttons will be sold to provide the funds. Financing will determine the scope of the service. It will not be difficult to raise adequate funds because the project wins popular support.

*Organization committees*—A carefully planned organization eliminates confusion and distributes the work so that success is assured. The central executive committee will determine the number and type of subcommittees and will appoint committee members. These appointments will give opportunity for extensive community representation. Subcommittees will include ways and means, program, instruction, finance, publicity, decorations, traffic, and records. The duties of various committees should be defined in considerable detail as suggested in Personal Growth Leaflet 70. When this is thoroly done, argument and duplication of effort will be prevented. The executive committee under its general chairman should call all committees together, clearly outline the committee assignments, and make unequivocal the understanding as to responsibility for the different phases of the program.

### *Citizenship Day Programs*

Since many of the nation's 21-year-olds are on the campuses of our colleges and universities, the new-voter programs are particularly effective there. The program which follows constituted the new-voter induction ceremony on the University of Wisconsin campus.

#### **FIRST ANNUAL DANE COUNTY NEW VOTERS' INDUCTION PROGRAM**

University Camp Randall Stadium, Sunday, May 19, 1940, 1:45pm  
William C. Hansen, Chairman, Dane County Citizenship Committee,  
Master of Ceremonies

Band Concert—University of Wisconsin Band—On Camp Randall Green—Raymond F. Dvorak, Director.

Procession of Highschool Bands and New Voters from Camp Randall Green into Stadium (Southeast Gate)—George H. De Chow, Commanding Officer of Pershing Rifles, Officer of the Day.

Aerial Bomb Salute.

Flag Raising—Pershing Rifles of University ROTC—Song *Star-Spangled Banner*—Music by massed bands, Raymond F. Dvorak, directing.

Invocation—Rev. James Flint, Congregational Student Pastor, *On Wisconsin* by band while marching to South Stand.

Address of Welcome—Frank Stewart, Chairman of Dane County Board.

Induction of New Voters of 1940—Oath of Citizenship—Justice George B. Nelson, Wisconsin Supreme Court.

Selection by massed bands—*Stars and Stripes Forever*.

Address—President C. A. Dykstra, University of Wisconsin.

Responses—William C. Sachtjen, President, Dane County New Voters of 1940; Betty A. Cockrell, Secretary-Treasurer.

Presentation of Dane County Flag—George M. Briggs, Jr., Vice-president, Dane County New Voters of 1940.

Song—*America*—by massed bands, Raymond F. Dvorak, directing.

Presentation of Certificates to new voters of Dane County—Professor R. J. Colbert, University of Wisconsin Extension Division, assisted by Esther Krakow and T. S. Thompson, Superintendents of Schools of Dane County.

Lowering of the Flag—Retreat—by massed bands.

Benediction—Rev. Fr. T. W. Jung, Youth Director, Madison C.Y.O.

An effective Citizenship Day program was held in the Auditorium of the University of Alabama, April 7, 1941, 7:30pm, Superintendent of Schools R. J. Fisher, presiding:

Concert—County High and City High Bands—John Olvera and Carleton Butler, directors.

Music—Bands—*America the Beautiful*—Flag Bearer, Cherry Austin.

Music—Choral Clubs—Elizabeth Comer and Mrs. Festus Shamblin, directors: *Battle Hymn of the Republic*; *We Love America*.

Music—Bands—*American Patrol*.

Devotional—Dr. Warner Hall.

Addresses—Dr. Richard C. Foster; Senator Hayse Tucker; Dr. H. G. Dowling.

Acceptance of Charge—John Yeuell.

Solo—Herbert Caldwell.

Music—*Star-Spangled Banner*—Bands and Choral Clubs.

The Syracuse Teachers' Association sponsored the following Induction Ceremony, May 18, 1941, at 8pm in Lincoln Auditorium, Syracuse, New York:

Welcome—Mrs. Catharine Barrett, President, Syracuse Teachers' Association.

Invocation—Rev. Gannon F. Ryan.

Flag Raising and Flag Salute—Troop 79, Onondaga Boy Scouts.

America—Group Singing.

Greeting—Mayor Rolland B. Marvin of Syracuse.

Greeting—Dr. G. Carl Alverson, Superintendent of Syracuse Schools.

Selection—Vocational High Band, Elvin L. Freeman, Director.

Selections—Nottingham Girls' Choir, directed by Mrs. Leslie Welch.

What American Citizenship Means to Me—Native-born and Naturalized Citizens.

Oath of Allegiance—New Citizens' Group; administered by Rabbi Benjamin Friedman.

*Ballad for Americans*—North High Glee Club directed by Ruth Shumway.

Message to New Citizens—Hon. Frank J. Gregg.

Address to New Citizens—Dr. Willis A. Sutton, Superintendent of Schools, Atlanta, Georgia.

Benediction—Rev. Charles D. Newkirk.

*Star-Spangled Banner*—Group Singing.

### *Pledges and Creeds for New Citizens*

There is a growing demand for a new voters' oath and some type of pledge of allegiance. The following pledge was written by Retta Maloney, a teacher in the Syracuse, New York, public schools and was used in the induction ceremony in that city in 1941. Material for other pledges and creeds will be found in this Handbook, pages 61-66.

#### PLEDGE OF ALLEGIANCE

Without reservation I give my undivided allegiance to the United States of America:

- A government which is based upon, and responsible to, the will of the sovereign people: *A Political Democracy*.
- A government which guarantees the protection of private property and the exercise of free enterprise in the realm of industry, finance, and labor: *An Economic Democracy*.
- A government which calls for freedom from racial discrimination, class prejudice, and religious intolerance: *A Social Democracy*.
- A government which encourages men to reach for the higher development of mind, body, and soul and to contribute by the fullness of their lives to an enriched civilization: *A Spiritual Democracy*.

—Retta Maloney.

## Where To Get Materials

[1] *The American Citizens Handbook* is the official organ of the New Voter Preparation and Recognition movement. The section of the Handbook on Citizenship Day will be revised from time to time to keep the history of the movement up-to-date. In many communities arrangements are made to present the Handbook to each new voter each year. Sometimes this is made possible by the board of education; at other times by the Rotary, Kiwanis, or some other civic or patriotic organization. The Handbook sells for \$1 a copy. Quantity discounts are 2-9 copies 10%; 10-99 copies 25%; 100 or more, 33 1/3%. Order from the National Education Association, Washington, D. C.

[2] *Personal Growth Leaflets*, also published by the National Education Association, Washington, D. C., are an effective means of reaching young people as well as new-voter committees in the local communities. Leaflets are 1¢ a copy, no orders accepted for less than 25¢. Cash must accompany orders for \$1 or less. Leaflets especially useful for Citizenship Day are:

Number 70—*Organizing New Voter Programs* by Hugh S. Bonar, superintendent of Manitowoc schools. How to organize, including committees and detailed duties of each.

Number 96—*The Challenge of the Hard Road* by Clarence C. Dykstra, president, University of Wisconsin. The address delivered at the 1939 Manitowoc observance.

Number 100—*New Voter Preparation and Recognition* by Hugh S. Bonar. Purposes and procedures in developing new voter programs.

Number 179—*Critical Problems Facing Our Nation*, also by President Dykstra. Widely used for distribution to each young voter either on or before Citizenship Day.

[3] The United States Office of Education has prepared Loan Packet II-A-1, entitled *Understanding and Practicing Democracy as New Voters*. The packet, which is available on request from the Information Exchange, Office of Education, Washington, D. C., includes reprints, leaflets, and other new-voter material.

[4] The United States Immigration and Naturalization Service, Department of Justice, issues the federal textbook on citizenship, *Our Constitution and Government*, which is useful for study groups. It may be obtained from the Government Printing Office, Washington, D. C., for 50¢ a copy.

## The Roll Call of the States

**A**CTIVE PROMOTION of New Voter Preparation and Recognition is carried on in the various states by individuals and committees of the state education association, under the general direction of the Committee on New Voter Preparation and Recognition of the National Education Association. This committee was formerly known as the Committee on Induction into Citizenship. The change of name reflects the intention of putting more emphasis upon preparation for the responsibilities of citizenship. It is desirable that materials shall be made available for each state and county, dealing with the problems of government in that state and county. In Wisconsin this work is carried on by the University of Wisconsin Extension Division.

The NEA Committee on New Voter Preparation and Recognition consists of a core or executive committee plus advisory members representing the various states. The state education associations have been invited to appoint committees of ten for 1941-42. The chairman of such committees will then be the advisory member of the NEA committee. Already several associations have appointed committees as indicated in the Roll Call of the States which follows. The executive or core committee for 1941-42 includes:

Hugh S. Bonar, Supt. of Schools, Manitowoc, Wis., *chairman*.  
Lucile Batdorf, 1806 Tenth Avenue, Oakland, Calif.  
Doak S. Campbell, President, Florida State College for Women,  
Tallahassee.  
Frank W. Cyr, Associate Director, National Citizenship Education  
Program, Washington, D. C.  
D. A. Van Buskirk, Superintendent of Schools, Hastings, Mich.

## ALABAMA



Alabama is one of the states of the Old South, located on the Gulf of Mexico between Georgia and Mississippi. De Soto explored the region in 1540 which was later acquired by the Spanish as a part of West Florida. During the years 1783 to 1813 the territory became part of the U. S. and was admitted to the Union in 1819. Chief industries are cotton, iron, and lumber. Chief cities are Birmingham, known as the "Pittsburgh of the South," and Montgomery, the capital. Nitrate plants of the federal government are at Muscle Shoals. At Tuskegee is the pioneer Institute founded by Booker T. Washington for the education of Negroes. Population of the state in 1941 was 2,832,961. Alabama is known as the "Cotton State." The state flower is the goldenrod. State motto: *Here We Rest.*

The Alabama Congress of Parents and Teachers sponsors Citizenship Day. In 1941, 35 counties held programs with twelve to fifteen thousand new voters taking part in induction services, radio broadcasts, and parades. Chairman of the Congress Committee and member of the NEA Committee on New Voter Preparation and Recognition 1941-42: Houston Cole, Associate Professor of Education, University of Alabama, University.

## ARIZONA



Arizona is situated in southwestern United States. Originally part of Mexico, Arizona was ceded to the United States with New Mexico in 1848 and was admitted to the Union in 1912. Mining is a chief industry. Thru irrigation projects such as Boulder Dam and Roosevelt Dam, much semi-arid land has become highly productive. Grand Canyon, 217 miles long, is a scenic wonder of the world. Capital of the state is Phoenix. The population in 1940 was 499,261. Arizona is called the "Grand Canyon State." Its flower is the Saguaro Cactus. Its motto as shown on the state seal is *Ditat Deus* (God Enriches).

Member NEA Committee on New Voter Preparation and Recognition, 1940-41: Roy A. Lee, Principal, Union Highschool, Phoenix.



## ARKANSAS

Arkansas is of the Old South, an inland state in the south-central group. It was admitted to the Union in 1836. About one-fourth of the state is mountainous; the Ozark Mountains are in the west. The Mississippi River forms the entire eastern boundary. Agriculture, forestry, and minerals are chief sources of wealth. Arkansas's hot springs, of which there are 47, are included in Hot Springs National Park. The springs and land surrounding them were set aside by Congress in 1832 for the enjoyment of the people. Capital and largest city is Little Rock. Population in 1940 was 1,949,387. Arkansas is called the "Wonder State." Its flower is the apple blossom; its motto: *Regnat Populus* (The People Rule).

Citizenship Day has been sponsored for several years by the Arkansas Education Association. Member NEA Committee on NVPR, 1940-41: Beryl Henry, Superintendent of Schools, Hope.



## CALIFORNIA

California occupies more than one-half the Pacific coastline of the U. S. Acquired from Mexican control in 1846, California was admitted to the Union in 1850. The gold rush, following discovery of gold in 1848, was one of the greatest ever known. Output of gold is still considerable. California is a leading state in irrigation; fruit and vegetable growing and canning are chief industries. Scenic attractions: the giant redwood trees; Lick Observatory; the Hollywood movie industry; and four national parks including Yosemite with 1189 square miles. Population in 1940 was 6,907,387. Sacramento is the capital; Los Angeles is the largest city in the state and the fifth largest in the nation. California is called the "Golden State." Its flower is the golden poppy; its motto: *Eureka* (I Have Found It).

The California Teachers Association sponsors Citizenship Day and in 1941 introduced a bill in the legislature providing for new-voter programs. The day was observed in many communities. Chairman of the CTA Committee and member of NEA Committee on NVPR, 1941-42; Lucile Batdorf, 1806 Tenth Ave., Oakland.

## COLORADO



Colorado, one of the Mountain States, near the center of the western half of the U. S. was admitted to the Union in 1876. Its territory was made up partly from the Louisiana Purchase of 1803, the annexation of Texas in 1845, and from Mexican cessions in 1848. There are 14 national forests in the state, comprising 20 percent of its area. Big game is still abundant. Irrigation is extensive. Chief industries are agriculture, stock-raising, dairying, mining. Highest peak in Rocky Mountain National Park is 14,255 feet above sea level. In Mesa Verde National Park are ruins of the ancient cliff-dwellers. Capital of the state is Denver. Population in 1940 was 1,123,296. It is called the "Centennial State" (having entered the Union 100 years after the Declaration of Independence). State flower: Rocky Mountain columbine. Motto: *Nil Sinc Numine* (Nothing Without the Deity). Member NEA Committee on New Voter Preparation and Recognition, 1940-41: Irene Conboy, 418 Broadway, Sterling.



## CONNECTICUT

Connecticut, one of the Thirteen Original States, located in New England, is called the "Constitution State," having framed in 1639 the first written constitution in America. A charter was later obtained from Charles II in England establishing Connecticut as an independent colony under its constitution. Charter Oak Place in Hartford marks the site where the charter was said to have been concealed in 1687 when a royal governor demanded its surrender. Connecticut was one of the first colonies to instruct her delegates to vote for the Declaration of Independence. Manufacturing is the chief industry, including machinery, clocks, textiles, and hardware. The Berkshire Hills are a scenic attraction. Capital of the state is Hartford. The population in 1940 was 1,709,242. State flower: mountain laurel. Motto: *Qui Transtulit Sustinet* (He Who Transplanted Continues To Sustain.)

The Connecticut State Board of Education carries on a program of new-voter preparation. Member NEA Committee on NVPR, 1941-42: E. Ward Ireland, 50 Crescent Street, Middletown.



## DELAWARE

Delaware, one of the Thirteen Original States and the first to ratify the U. S. Constitution, lies in the South Atlantic group. From 1631 to 1776 three nations for different periods, claimed sovereignty over Delaware: the Netherlands, Sweden, and Great Britain. Much of the state is low-lying, being part of the Atlantic Coastal plain and is an immense market garden and orchard for the North. Fresh water lakes and the Delaware River and Bay provide a large fishing industry. At Wilmington and vicinity is an important industrial center where explosives, chemical and lumber products, and machinery are manufactured. Dover is the state capital. Population in 1940 was 266,505. Delaware is nicknamed "Diamond State." Its flower is the peach blossom. The state motto is *Liberty and Independence*.

Member NEA Committee on NVPR, 1940-41: Marguerite Burnett, Director, Adult Education and Curriculum, Wilmington.



## FLORIDA

Florida, a South Atlantic State, was discovered Easter Sunday 1513 by the Spaniard Ponce de Leon, in his search for the "fountain of youth." Today the state is a favored health and pleasure resort. Called the "Peninsula State," Florida's coastline, excluding islands, is 1145 miles, 470 on the Atlantic Ocean. The central part contains 30,000 lakes. In the southern part are vast swamps, the Everglades, home of the Seminole Indians. Over five million acres of the Everglades are being drained for agriculture. Fisheries, lumber, and fruits and vegetables are chief industries. Tallahassee is the capital of Florida. In 1940 the state had a population of 1,897,414. The state flower is the orange blossom. Motto: *In God We Trust*.

The Florida Congress on Education for American Democracy sponsored Citizenship Day in 1940, in cooperation with the Chamber of Commerce, American Legion, and Kiwanis International. Members NEA Committee on NVPR, 1940-41: A. J. Geiger, Principal, Highsch., St. Petersburg; Julia Tanner, Senior Highsch., Miami.

## GEORGIA



Georgia, of the South Atlantic group, was one of the Thirteen Original States. It was visited by De Soto in 1540 and was settled in 1733 by English colonists under James Oglethorpe who founded it as a refuge for debtors from England. It is the largest state east of the Mississippi River. Savannah is its chief port, Atlanta its capital. Cotton, sugar cane, resin, and turpentine are major products. At Warm Springs is a famous sanatorium for treatment of infantile paralysis. Population of Georgia in 1940 was 3,123,723. Nickname: "Cracker State"; flower: Cherokee rose; motto: Wisdom, Justice, Moderation.

Georgia's Citizenship Day is observed October 12 which is also Georgia Day as well as Columbus Day. The Georgia Education Association, aided by the American Legion and the League of Women Voters, sponsors the program. Member NEA Committee on NVPR, 1940-41: W. A. Fyler, 619 West 37th Street, Savannah.

## IDAHO

The seal of the State of Idaho, featuring a central shield with a plow, a sheaf of wheat, and a cotton plant, surrounded by a circular border with the words "THE GREAT SEAL OF THE STATE OF IDAHO" and the year "1890".

Idaho, a Mountain State, is located west of the Rockies in the Pacific Coast region. It is bounded on the north by British Columbia. Lewis and Clark were early explorers in this region. With discovery of gold in 1860 and silver in 1884, settlement was rapid. The territory of Idaho, organized out of parts of Washington, Nebraska, and North Dakota, was admitted to the Union in 1890. Visitors to Idaho today follow the old Oregon Trail, the famous route of covered-wagon migration. Idaho is mountainous; altitudes range from 700 feet to Mount Borah, 12,665 feet. Lake Pend Oreille is one of the largest freshwater lakes wholly within U. S. boundaries. Shoshone Falls is called the "Niagara of the West." About 4000 Indians live on the reservations. Agriculture and stock raising are important industries and are aided by numerous irrigation projects. Boise is the capital. The population in 1940 was 524,873. Nickname: "Gem State"; flower: syringa; motto: *Esto Perpetua* (Mayest Thou Endure Forever).

Member NEA Committee on NVPR, 1941-42: John I. Hillman, Executive Secretary, Idaho Education Association, Boise.



## ILLINOIS

Illinois, the great "Prairie State," lies in the east north-central group, its northeastern corner touching Lake Michigan. It was admitted to the Union in 1818. It is an industrial, agricultural, and mining state. Chicago is one of the greatest railway centers in the world. Springfield, the capital, was the scene of the Lincoln-Douglas debates and other events associated with Abraham Lincoln. State population in 1940 was 7,897,241. Flower: violet. Motto: State Sovereignty—National Union.

Representatives from seven statewide educational agencies sponsor the new-voter program: superintendent of public instruction; University of Illinois; the five state teachers colleges; Illinois County Superintendents' Association; Illinois Education Association; and Department of Registration and Education. Observances were held in 1941 in Oak Park, Peoria, Rockford, Springfield, University of Illinois, and numerous other places. Member NEA Committee on NVPR, 1940-41: Mary H. Brown, 1205 North Court, Rockford.



## INDIANA

Indiana, the "Hoosier State," is bounded on the north by Michigan, on the east by Ohio, on the south by Kentucky, and on the west by Illinois. French traders reached Indiana in the early 18th century. Following the Revolution, settlers came into the state from the south and east. Indiana became a state in 1816. Indianapolis is the capital and largest city in the state which in 1940 had a population of 3,427,796. Indiana enshrines the birthplaces of James Whitcomb Riley and Lew Wallace. Zinnia is the state flower. Motto: The Crossroads of America.

Indianapolis and Terre Haute were among the cities observing Citizenship Day in 1941. Members of the NEA Committee on NVPR, 1940-41: H. H. Blanchard, South Bend; Mrs. Olive S. Byers, Hammond; Gertrude Colescott, Kokomo; Fred H. Croninger, Principal, Central Highschool, Fort Wayne; O. G. Jamison, Indiana State Teachers College, Terre Haute; C. L. Kuhn, South Bend; Allegra Nesbit, Lew Wallace School, Gary; Helena Weil, Public Schools Office, Evansville.



## IOWA

Iowa, in the Middle West, is a rolling prairie with soil of great fertility. Ninety-six percent of this state's acres, 34,359,152, are farms. Diversity of crops is unexcelled by any state. Marquette and Joliet were early explorers in this territory which was included in the Louisiana Purchase of 1803 and admitted to the Union in 1846. The capital is at Des Moines. Population in 1940 was 2,538,268. Iowa is nicknamed the "Hawk-eye State." The wild rose is the state flower. The motto: *Our Liberties We Prize and Our Rights We Will Maintain.*

The Iowa State Teachers Association sponsors Citizenship Day. In 1941 programs were held at Algona, Centerville, Creston, Des Moines, Dubuque, Fort Dodge, Iowa Falls, Keokuk, Mason City, Ottumwa, Sioux City, Washington, and other places. In the northeast district 18 communities held programs. Committee for 1941-42: Jordan L. Larson, Supt. of Schs., Dubuque, *Chairman*; E. T. Carlstedt, Dean, Junior College, Bloomfield; H. H. Boyce, Highsch., Mason City; W. H. Hoyman, Supt. of Schs., Indianola; V. L. Sanders, Dean, Junior College, Creston; Mrs. Arlene Van Cleave, County Supt. Schs., Logan; T. R. Ehrhorn, Asst. Prin., Central Highsch., Sioux City.

## KANSAS



Kansas, the "Sunflower State," is in almost the geographical center of the United States. Included in the Louisiana Purchase it became a state in 1861. Agriculture is extensive, especially wheat, corn, and potatoes. Kansas City has the country's largest grain elevator. The state ranks high in coal, oil, and natural gas production. Topeka is the capital. Population of Kansas in 1940 was 1,801,028. State flower: sunflower. Motto: *Ad Astra per Aspera* (To the Stars thru Difficulties).

Members NEA Committee on NVPR, 1940-41: Ioan Cassler, 815 Spaulding, Wichita; Finis M. Green, Prin. Roosevelt Jr. Highsch., Pittsburg; L. W. Mayberry, Supt. of Schs., Wichita; Elizabeth S. Miller, 4132 Rainbow Blvd., Kansas City; Della A. Warden, State Tchrs. College, Emporia; W. D. Wolfe, Supt. of Schs., Atchison.



## KENTUCKY

Kentucky, the "Blue Grass State," was originally part of Virginia, which in 1786 gave consent to its organization as a separate state and it was admitted to the Union in 1792. Of Kentucky's inhabitants (2,845,627 in 1940)

more than half are engaged in agriculture. Livestock is an important industry. The state has long been noted for its fine horses. Tourist attractions are Cumberland Gap and Mammoth Cave National Park. The birthplace of Abraham Lincoln is preserved as a national historic shrine. Capital of Kentucky is at Frankfort. Goldenrod is the state flower. Motto: United We Stand, Divided We Fall.

The Kentucky Education Association in 1941 passed a resolution recommending the observance of Citizenship Recognition Day in every community for the state's 60,529 new voters. Programs were held in Bowling Green, Murray, Richmond, and other places. Members NEA Committee on NVPR, 1940-41: L. C. Curry, Supt. of Schs., Bowling Green; Charles L. Henry, Supt. of Schs., Mayfield; W. B. Jones, Prin., Somerset Highsch., Somerset.



## LOUISIANA

Louisiana is situated in the south-central region, on the gulf of Mexico, at the mouth of the Mississippi River. The territory was sold by Napoleon's orders in 1803 to Thomas Jefferson for the United States. The Cabildo, historic government building in New Orleans where the transfer took place, is preserved as a state museum. The territory became a state in 1812. Louisiana leads in the production of sugar cane. Other important crops are corn, sweet potatoes, pecans, cotton. There are rich sulphur mines in the state; also four of the largest salt mines in the world. The colorful New Orleans Mardi Gras, held annually, attracts many tourists. State population in 1940 was 2,363,880. "Pelican State" is Louisiana's nickname. The magnolia is the state flower. Capital: Baton Rouge. Motto: Union, Justice, Confidence.

The State Department of Education and the Louisiana Teachers Association have taken an active interest in Citizenship Day. Members NEA Committee on NVPR, 1940-41: Spencer Emmons and M. S. Robertson, State Department of Education, Baton Rouge.

## MAINE



Maine, the "Pine Tree State," in New England, is bounded on the north and east by Canada, on the south by the Atlantic, and on the west by New Hampshire and Quebec. West Quoddy Head is the extreme eastern point of the U. S. Maine came into the Union in 1820. The state is heavily wooded and mountainous; highest peak is Mt. Katahdin, 5273 feet. Woods, lakes, and streams of Maine are favored vacation spots. Fish and game are plentiful. Chief crop is the potato; as many as 55 million bushels are grown some years. Lumber, fisheries, and pulp and paper production are important. On Mt. Desert Island is Acadia National Park. Augusta is the capital. State population in 1940 was 847,226. Flower: pine cone. Motto: *Dirigo* (I Guide).

Portland has observed Citizenship Day for the past three years, according to Clara L. Soule, Director of Americanization in Portland, and member NEA Committee on NVPR, 1940-41.

## MARYLAND



Maryland, a south Atlantic border state, is one of the Original Thirteen. The colonial charter was granted in 1632 to Lord Baltimore and the state is rich in historic spots. At Annapolis, state capital, is the U. S. Naval Academy. It was during an attack on Baltimore and Fort McHenry, now a national shrine, that Francis Scott Key wrote the "Star-Spangled Banner." Baltimore on Chesapeake Bay is a great seaport and the nation's seventh largest city. Maryland produces pig iron and coal; tobacco, wheat, and corn. Population in 1940 was 1,821,244. Nickname: "Old Line State." Flower: blackeyed Susan; Motto: *Scuto Bonae Voluntatis Tuae Coronasti Nos* (With the Shield of Thy Goodwill Thou Hast Covered Us).

Among Citizenship Day programs in Maryland, the Baltimore observance was particularly effective. The Department of Education issued "A Letter to Students of History in Highschool," stressing the significance of the new-voter movement. Members NEA Committee on NVPR, 1940-41: T. G. Pullen, Asst. State Supt. of Education, and John H. Schwatka, Principal, Southern Highschool, Baltimore.



## MASSACHUSETTS

Early history of Massachusetts, one of the Thirteen Original States, is in large part the early history of America. Historic landmarks abound: Provincetown at the tip of Cape Cod; Plymouth Rock where the Pilgrims landed in 1620; Boston, "cradle of culture," where Faneuil Hall and Bunker Hill recall Revolutionary days. Bounded on the east by the Atlantic, Massachusetts is a leading industrial and manufacturing state. Boston, the capital, is a great seaport and the nation's ninth largest city. Like all New England states, Massachusetts is a popular vacation spot. Population in 1940 was 4,316,721. State flower of the "Bay State" is the mayflower. Motto: *Ense Petit Placidam Sub Libertate Quietem* (With the Sword She Seeks Peace Under Liberty).

The State Department of Education, thru supervisors of adult civic education, sponsors Citizenship Day. Members NEA Committee on NVPR, 1940-41: Mary L. Guyton, State Supvr. of Adult Civic Edn., Boston; Morton R. Seavey, Prin., Bulkeley Sch., Concord.



## MICHIGAN

Michigan, the "Wolverine State," is in the heart of the Great Lakes Region along the Canadian border. It was in the territory covered by the Ordinance of 1787 and became a state in 1837. Its extensive islands, lakes, and forests are not only important industrially but attract thousands of vacationists. Isle Royale in Lake Superior is a national park. Manufacturing and mining are chief industries. Michigan leads in automobile production. Population in 1940 was 5,256,106. Lansing is the state capital. Detroit is the fourth largest city in the U. S. The apple blossom is the state flower. Motto: *Si Quaeris Peninsulam Amoenam Circumspice* (If You Seek a Pleasant Peninsula, Look Around You).

Detroit and Kalamazoo were among communities observing Citizenship Day in 1941. Wayne University cooperated in presenting programs in and around Detroit. Member NEA Core Committee on NVPR, 1941-42: D. A. Van Buskirk, Supt. of Schools, Hastings.

## MINNESOTA



Minnesota includes the geographic center of the United States. The state is an ideal recreational area for it has over 10,000 lakes, many state parks, and state and national forests. In the middle of the 17th century, French explorers established forts and fur trading posts in the region. The British then dominated until after the War of 1812 when the U. S. acquired the land and organized a territorial government. Minnesota became a state in 1858. Wheat, corn, dairying, and iron ore are the chief products. Population in 1940 was 2,792,300. The capital is St. Paul. State flower of the "Gopher State" is the moccasin flower. Motto: *L'Etoile du Nord* (Star of the North).

The Minnesota Education Association sponsors Citizenship Day. Programs were held in Fairmont, Minneapolis, St. Cloud, St. Paul, and other cities. In Minneapolis over 4000 new voters took part in an observance sponsored by the Civic Council in cooperation with the schools. Chairman MEA Committee and member NEA Committee on NVPR, 1941-42: Katherine Kohler, Director, Adult Education, 600 West Franklin St., Minneapolis.

## MISSISSIPPI



Mississippi, the "Magnolia State," in the east south-central group on the Gulf of Mexico, was admitted to the Union in 1817. The climate is subtropical. Agriculture, especially cotton, is the chief interest. At Vicksburg, now a national military park, the Confederates made their last stand during the Civil War for control of the lower Mississippi River, the highway to the sea for the Union forces. With the fall of Vicksburg, the "fate of the Confederacy was sealed." Jackson is the capital. Population of the state in 1940 was 2,183,796. The magnolia is the state flower. The motto: *Virtute et Armis* (By Valor and Arms). Pilgrimages to the beautiful gardens and old colonial homes at Natchez attract thousands of visitors each spring.

Members NEA Committee on NVPR, 1940-41: Forrest Murphy, Supt. of Schs., Greenville; Alma Phillips, Junior College, Meridian.



## MISSOURI

Missouri, in midwest United States, has over a thousand miles of navigable waterways on the Mississippi and Missouri Rivers. St. Louis is the gateway for north and south travel.

The territory was part of the Louisiana Purchase of 1803 and became a state in 1821. Jefferson City is the capital. State population in 1940 was 3,784,664. Chief industries: corn, wheat, meat-packing, minerals. Missouri's vacation center is in the Ozark Mountains. Nickname of Missouri: "Show-Me State"; flower: hawthorn; motto: *Salus Populi Suprema Lex Estu* (Let the welfare of the people be the supreme law).

The Missouri State Teachers Association and the State Department of Education sponsored Citizenship Day in 1941 for 80,000 new voters. Members NEA Committee on NVPR, 1940-41: Willard Graff, Supt. of Schs., Marshall; James S. McKee, Southwest Highsch., Kansas City; W. E. Rosenstengel, Supt. of Schs., Columbia; B. M. Stigall, 5100 Paseo, Kansas City.



## MONTANA

Montana, the "Treasure State" in western U. S., has mountain scenery unsurpassed for lofty grandeur. Glacier Park, on the U. S.-Canadian line, is a vast public preserve of 1537 square miles. Lewis and Clark visited the

Montana region in 1805. Discovery of gold in 1850 and the influx of settlers caused frequent clashes with the Indians. At Big Horn River in 1876 General Custer and all his men were massacred by Indians. Montana was admitted to the Union in 1889. Irrigation projects, including the largest dirt dam in the world at Fort Peck, have increased wheat and fruit production. Helena is the capital. State population in 1940 was 559,456. Flower: bitterroot. Motto: *Oro y Plata* (Gold and Silver).

The Supreme Court and Montana Bar Assn. in cooperation with the Montana Education Assn., Legion, Kiwanis, and other groups sponsored Citizenship Day in 1941. The state legislature passed a resolution providing for the observance. Member NEA Committee on NVPR, 1940-41: W. E. Stegner, Supt. of Schs., Miles City.

## NEBRASKA



Nebraska, a north-central state, is in the center of a fertile plane stretching from Hudson Bay to the Gulf of Mexico. It is one of the great agricultural states of the Union. Originally a treeless prairie, the state has planted almost two million acres in trees and is called (by act of its legislature) the "Tree Planters State." Near Lincoln is Arbor Lodge with a memorial to J. Sterling Morton, founder of Arbor Day. Controversy in 1854 over entrance of Nebraska territory to the Union as a slave or free state, helped prepare the way for the Civil War. Nebraska entered the Union in 1867. In Lincoln is one of the country's most beautiful capitol buildings. In 1934 the state adopted the unicameral, or single chamber legislature of 43 members elected without party designation. State population in 1940 was 1,315,834. State flower: goldenrod. Motto: Equality Before the Law.

Over 200 Citizenship Day programs were held in 1941 by the Nebraska State Teachers Association in cooperation with the state PTA, Chamber of Commerce, and other groups. Member NEA Committee on NVPR, 1941-42: J. G. Masters, 606 City Hall, Omaha.

## NEVADA



Nevada is from the Spanish meaning "snow-covered." One of the mountain states, sixth in size in the nation, Nevada was admitted to the Union in 1864. Least populous of the states, Nevada in 1940 had 110,247 inhabitants. It is nicknamed "Sagebrush State" because of its great stretches of sagebrush and sandy wastes, bounded by mountain ranges. Irrigation is increasing agricultural production. Mining is a chief industry. The Comstock Lode, richest deposit of precious metals ever found in the world, was discovered in 1859. From it has come approximately one billion dollars in gold and silver. Carson City is the capital; Reno the largest city. Emblem: Sagebrush. Motto: All for Our Country.

Member NEA Committee on NVPR, 1940-41: Charles Priest, Superintendent of Schools, Carson City.



## NEW HAMPSHIRE

New Hampshire, the "Granite State," one of the Original Thirteen, is in New England. It was settled in 1623 at Dover and Portsmouth, only three years after the landing of the Pilgrim Fathers in Massachusetts. New Hampshire

is bounded on the north by Canada and on the east by Maine and the Atlantic. Its surface is rugged and picturesque with high mountains, large forests, fertile valleys, and numerous lakes. It is sometimes called the "Switzerland of America." The White Mountains and the forest reservations and parks are popular vacation resorts in summer and in winter as well when skiing is enjoyed. Among scenic attractions are the Old Man of the Mountain, Mt. Washington, 6293 feet, the Flume, and Dixville Notch. Manufacturing, the recreational business, agriculture, and mining are chief sources of income. Population in 1940 was 491,524. Concord is the capital. Lilac is the state flower. There is no state motto.

Member NEA Committee on NVPR, 1940-41: Mildred E. Taft, Colby Junior College, New London.



## NEW JERSEY

New Jersey, one of the Original Thirteen, is bounded on the north and east by New York and the Atlantic Ocean and on the south and west by Delaware and Pennsylvania. Diversity of soils and climate, as well as proximity to

New York City and Philadelphia, make New Jersey the "Garden State," which produces great quantities of fruits and vegetables. Around Newark is an important manufacturing center. Along the seacoast are such famous resorts as Cape May, Atlantic City, and Asbury Park. Winter sports such as skiing, skating, and iceboating are enjoyed on the lakes and hills in the north. Morristown Historical Park occupies the area used for several winters by George Washington and his army during the Revolution. State population in 1940 was 4,160,165. Trenton is the capital. State flower: violet. Motto: Liberty and Prosperity.

Member NEA Committee on NVPR, 1940-41: Thomas F. McHugh, Principal, Madison Junior Highschool, Newark.

## NEW MEXICO



New Mexico, in southwestern U. S., was the 47th state admitted to the Union (1912). In area the state ranks fourth. Agriculture, cattle-raising, and mining are chief industries. Rich coal fields still await development. For generations the region was the home of the Pueblo Indians whose community villages attract scientists and tourists. At Carlsbad Caverns, a national park, are some of the largest underground caverns man has yet explored. Nickname: "Sunshine State." Flower: yucca; Motto: *Crescit Eundo* (It Grows as It Goes). State population in 1940 was 531,818. Santa Fe is the capital.

In Otero County a Citizenship Day program was held May 18, 1941. John L. Larkin, Supt. of Schools, Tularosa, who presided, is a member of the NEA Committee on NVPR, 1940-41.

## NEW YORK



New York, the mighty "Empire State," most populous in the Union, is one of the Original Thirteen. George Washington was inaugurated first president of the U. S. in New York City in 1789. Having over 800 miles of navigable waterways, New York leads in manufacturing and commerce. New York City, a seaport handling the bulk of tonnage coming to the U. S., is the nation's chief city (1940 population 7,454,995) and one of the world's largest. Among the state's noted vacation spots: Lake Placid, famous for its bobsled run and ski jumps; Lake George; Niagara Falls; the Thousand Islands; the Palisades; and a splendid system of more than 70 state parks. Albany is the capital. State population in 1940 was 13,479,142. Flower: rose. Motto: *Excelsior* (Higher).

An extensive program of new voter preparation and recognition is carried on by the New York State Teachers Association thru a committee and by the State Department of Education thru its Division of Civic Education and National Defense. Programs were held in 1941 in Ithaca; in Syracuse; in 19 highschools in New York City; and in other places. Chairman NYSTA Committee and member NEA Com. on NVPR, 1941-42: Claude L. Culp, Supt. of Schs., Ithaca.



## NORTH CAROLINA

Half in North Carolina and half in Tennessee are the Great Smoky Mountains, made a national park in 1930, comprising 687 square miles of wooded mountain beauty. North Carolina was last of the Thirteen Original States to ratify the U. S. Constitution. At Roanoke Island, in the colony established by Sir Walter Raleigh, was born in 1587 Virginia Dare, first white child of English parentage born in the New World. Primarily an agricultural state, North Carolina "fills every blank in the census of farm products, yielding all crops grown in both northern and southern U. S." Raleigh is the capital. State population in 1940 was 3,571,623. Nickname: "Tarheel State." Flower: dogwood. Motto: *Ese Quam Videri* (To Be Rather Than To Seem).

Members NEA Committee on NVPR, 1940-41: Margery H. Alexander, Route 2, Derita; G. H. Arnold, Prin., Hugh Morson Highsch., Raleigh.



## NORTH DAKOTA

North Dakota, the "Sioux State," is in the center of the great western wheat belt. It was organized as a territory during the struggle over slavery. Its territorial motto—Liberty and Union, Now and Forever, One and Inseparable—from a speech by Daniel Webster, was taken over when it became a state in 1889. In early days the state was the home of several Indian tribes. In Bismarck, on the state capitol grounds, is a statue of Sacagawea, the heroic Indian girl who guided the Lewis and Clark Expedition into the Oregon country. State population in 1940 was 641,935. Flower: wild prairie rose.

The North Dakota Education Association has a committee to sponsor Citizenship Day. Several interesting programs were held in 1941. In a rural community the program was developed by a 4-H club with the aid of the Rotary Club. A county superintendent invited new voters into the rural schools to take part in social-science classes. Minot was one of the first cities in the U. S. to observe Citizenship Day. The NDEA Committee, 1941: A. L. Hagen, Supt. of Schs., Dickinson; Mrs. Jensen, County Supt. of Schs., Mandan; L. A. White, Supt. of Schools, Minot, *Chairman*.



## OHIO

The name Ohio is from the Iroquois meaning great river—the Ohio touching 436 miles of the state's border, to which are added 230 miles along Lake Erie, giving the state a navigable water front of over 650 miles. Earliest peoples in the Ohio region were the moundbuilders whose prehistoric earthworks are today scenic wonders. Ohio was the first state of the vast Northwest Territory to be admitted to the Union under the Congressional Enabling Act of 1802. Fertile soil and rich mineral resources are nature's gift to the "Buckeye State." In the Steubenville-Cleveland-Youngstown triangle is an inland empire of steel and iron. Columbus is the capital. State population in 1940 was 6,907,612. Flower: scarlet carnation. Motto: *Imperium in Imperio* (A Government Within a Government).

Citizenship Day is sponsored by the Ohio Education Association and the state department. Lorain County was a pioneer in the movement. Member NEA Committee on NVPR, 1941-42: Ira Baumgartner, Superintendent of Schools, Sylvania.



## OKLAHOMA

Oklahoma, in the west south-central group, is a vast rolling plain. The territory was organized in 1834 as Indian territory and white settlers were barred. The area in the central part was opened to the public by the U. S. on April 22, 1889, in the historic "Land Rush." More than 50,000 persons entered in one day. Oklahoma was admitted to the Union in 1907. In the state today are 36 percent of the nation's Indian population. Oil discovered in the 1900's on land owned by Indians made many of them rich. Oklahoma is primarily agricultural. Oklahoma City is the capital. State population in 1940 was 2,336,434. Nickname: "Sooner State." Flower: mistletoe. Motto: *Labor Omnia Vincit* (Labor Conquers All Things).

Citizenship Day is sponsored by the Oklahoma Education Association. Observances were held in 1941 in Bristow, Oklahoma City, Shawnee, and other places. Member NEA Committee on NVPR, 1941-42: Mrs. Ruth Faris, 300 N. E. 14th St., Oklahoma City.



## OREGON

Oregon, the "Beaver State," shows some mighty scenery—the broad Columbia River, snow-topped Mt. Hood, Multnomah Falls on the famous Coast Highway which skirts the Pacific Ocean. Within the state are many national forests, extensively used for recreation, with a total area under federal control of 13 million acres. The state shares in the revenue from lumber sold off these reserves and from grazing privileges. Agriculture, lumbering, fish canning (of famous Columbia River salmon), and mining, are chief industries. The great Oregon country was explored by the Lewis and Clark Expedition in 1805; it became a state in 1859. Salem is the capital. State population in 1940, 1,089,684. Flower: Oregon grape. Motto: The Union.

In Portland the local Americanization Council sponsors Citizenship Day. Plans are going forward in other cities. Members NEA Committee on NVPR, 1940-41: H. W. Ager, Prin., Hosford School, Portland; J. A. Howard, Prin., Highschool, West Linn.



## PENNSYLVANIA

Pennsylvania, called the "Keystone State" because it occupied the center of the arch formed by the Thirteen Original States, is in the Middle Atlantic area. It was named for William Penn, founder of the colony and a leader in selfgovernment. In Philadelphia, now the nation's third largest city, were adopted the Articles of Confederation; the Declaration of Independence; the Treaty of Peace ending the Revolution; and the U. S. Constitution. Many tourists come to see historic Valley Forge, headquarters of General Washington during the terrible winter of 1777-78. Gettysburg, battlefield of the Civil War, is now a national shrine. Pennsylvania is one of the great iron and steel producing states. Population in 1940 was 9,900,180. Harrisburg is the capital. Flower: mountain laurel. Motto: Virtue, Liberty, and Independence.

Citizenship Day was observed 1941 in Scranton, Pottstown, and other places. Member NEA Committee on NVPR, 1941-42: Rachel S. Turner, 208 N. Front St., Wormleysburg.

## RHODE ISLAND



Rhode Island, southern gateway of New England, is the smallest state in the Union with an area of 1248 square miles. But it is the most densely populated having 674 persons per square mile. The population in 1940 was 713,346. As shown on the state seal, the official name since 1776 has been "State of Rhode Island and Providence Plantations." The first settlement in Rhode Island was made in 1636 by Roger Williams who was banished from Massachusetts for his liberal political and religious ideas. By 1643 there were four settlements which united to form the Colony of Providence Plantations. Rhode Island was the last of the Thirteen Original States to ratify the U. S. Constitution (1790). Providence is the capital. Nickname: "Little Rhody." Flower: violet. State motto: *Hope*.

Member, NEA Committee on NVPR, 1940-41: Henry F. Nugent, 119 State Office Building, Providence.

## SOUTH CAROLINA



South Carolina, a South Atlantic state, was one of the Original Thirteen. Fifty percent of the state's acres are in cotton and the manufacture of textiles is an important industry. Principal minerals are phosphate, granite, and clay products. Historically the state can be divided into the periods of discovery and exploration, 1521-1663; proprietary rule, 1663-1719; royal rule, 1720-75; and statehood from 1776. South Carolina was the first state to secede from the Union at the beginning of the Civil War. Among the state's scenic attractions are the beautiful magnolia gardens at Charleston visited each year around Easter time by thousands of tourists. Nearby are the Brookgreen Gardens owned and operated by the state. Columbia is the capital. Population of the state in 1940 was 1,899,804. Nickname: "Palmetto State." Flower: yellow jessamine. Motto: *Animis Opibusque Parati* (Ready in Soul and Resource).

The South Carolina Education Association has a committee to sponsor Citizenship Day. Its chairman and member of the NEA Committee on NVPR, 1941-42: C. A. Dixon, Roebuck.



## SOUTH DAKOTA

South Dakota, a north central state, formed the southern half of the original Dakota Territory organized in 1861 and named after the Dakota Indians. The Territory was divided into North and South by Congress in 1889.

Except for the Black Hills, the state is a broad, rolling plain. Ninety percent of the population (642,961 in 1940) is engaged in agriculture or industries connected with it. The Black Hills area has a diversity of scenic wonders: Wind Cave National Park; five national monuments; one state park; two national forests; and Mt. Rushmore, one of the greatest single touring attractions in the U. S. Pierre is the capital. Nickname: "Coyote State." Flower: pasque flower. Motto: Under God the People Rule.

The South Dakota Education Association has a committee to sponsor Citizenship Day. Chairman and member NEA Committee on NVPR, 1941-42: J. F. Slocum, Supt. of Schools, Colman.



## TENNESSEE

A large part of Tennessee is in the area of the Tennessee Valley Authority, created by Congress in 1933 to conserve and develop the natural resources of the region, which also takes in portions of six other states. The TVA

experiment includes control of soil erosion, provision of cheap electric power thru a unified system of dams, and social-economic planning of the region as a whole. Tennessee's great scenic attractions are mountains: Lookout, where the Battle of Chattanooga in the Civil War was fought, and the Great Smokies, now a national park. Of the 42,000 square miles in Tennessee, approximately 30,000 are woodlands. Admitted to the Union in 1796, Tennessee is nicknamed "Volunteer State" because of her record in furnishing volunteers in the Mexican War. Nashville is the capital. State population was 2,915,841 in 1940. Flower: iris. Motto: Agriculture and Commerce.

Members NEA Committee on NVPR, 1940-41: Doak S. Campbell, Geo. Peabody College for Teachers, Nashville; Frank Gentry, Supt. of Schs., Erwin; Stacy Nelson, Prin., Central Highsch., Chattanooga.

**TEXAS**

Texas, in south-central U. S., largest state in the Union, is bigger than any European nation except the USSR and Germany, grows more than a fourth of U. S. cotton and furnishes close to 40 percent of U. S. crude oil. It supports seven million head of cattle. Texans are proud of their history: the winning of their independence from Mexico at the Battle of the Alamo and at San Jacinto under Sam Houston; their status as an independent republic from 1836 to 1845 when they joined the Union. The "Lone Star" flag of their republic is now the state flag. Austin is the capital. State population in 1940 was 6,414,824. Flower: bluebonnet. Motto: Friendship.

The Texas State Teachers Association has a committee on Citizenship Day. Programs were held in Dallas, sponsored by the Grade Teachers Council, and in Eagle Pass sponsored by the American Legion. Chairman TSTA Committee and Member NEA Committee on NVPR, 1941-42: Avis K. Roberson, Public Schools, Fort Worth.

**UTAH**

Utah, in the far West, takes its name from an Indian tribe of Utes or Yutas. It is the "Mormon State," having been settled in 1847 by Mormons who fled, under the leadership of John Smith and Brigham Young, from religious persecution in the Midwest. Utah came into the Union in 1896. Salt Lake City is the capital, on Great Salt Lake (20 percent of its fluid content is salt; has no known outlet). The nation was spanned by rail in 1869 when a golden spike was driven at Promontory Point near Great Salt Lake on May 10. Scenic attractions are Utah's two national parks: Zion Canyon with its huge sandstone cliffs, and Bryce Canyon, famous for its Pink Cliffs, brilliantly colored rock pinnacles cut out by weathering along the edge of an 8,000-ft. plateau. State population in 1940 was 550,310. Flower: sego lily. Motto: Industry.

Members NEA Committee on NVPR, 1940-41: Don Barney, Prin., Pingree School, Ogden; W. F. Johnson, 262 E. Second North, Provo; Lester J. Nielson, 724 Windsor St., Salt Lake City.

**VERMONT**

Vermont, New England's only inland state, was the 14th to join the Union (1791). Lake Champlain forms most of the western boundary. The Green Mountains run north and south thru the state. More than 300 lakes and several state and national forests make this a recreation mecca. Hardly a section is without facilities for winter sports. Preeminently a dairy state, Vermont is also suited to farming and fruit growing. It leads in production of maple syrup. In 1775 at the start of the Revolution, the "Green Mountain Boys" under Ethan Allen captured Fort Ticonderoga—an important victory for the colonies. The Battle of Bennington in 1777 was a turning point of the war. Montpelier is the capital. State population was 359,231 in 1940. Flower: red clover. Motto: Freedom and Unity.

Member NEA Committee on NVPR, 1940-41: Max W. Barrows, State Supervisor of Highschools, Montpelier.

**VIRGINIA**

Virginia, a middle Atlantic state, shares with Massachusetts the heritage of America's early history. At Jamestown in 1607 the first permanent English settlement was made. In 1619 at Jamestown was held the first representative assembly of the new world. At Yorktown the Revolution ended (1781) with surrender of a British army. The Civil War closed with surrender of General Lee's army April 1865 at Appomattox Court House. Principal shrines in Virginia: the Colonial National Historic Park including restored Williamsburg; Mount Vernon, Washington's home; Monticello, near Charlottesville, Jefferson's home; and Arlington, home of Lee. Virginia is the "Old Dominion." The capital is at Richmond. State population in 1940 was 2,677,773. Flower: dogwood. Motto: *Sic Semper Tyrannis* (Thus Always to Tyrants).

Citizenship Day 1941 was observed at Newport News, Norfolk, Princess Anne County, and other places. Members NEA Committee on NVPR, 1940-41: Mrs. Pauline Gorham, Prin., Geo. Mason Sch., Alexandria; Jessie P. Haynes, Prin., G. Avents Ele. Sch., Richmond; S. A. MacDonald, Prin., Ruffner Jr. Highsch., Norfolk.



## WASHINGTON

Washington, "the Evergreen State" on the Pacific Coast, includes 40,000 square miles of forested land. Over the waters and cities of Puget Sound, presides snow-covered Mount Rainier, third highest in the U. S. The state is noted for its apples, lumber products, and canned salmon. Growth of this region has been phenomenal since 1884, with the advent of the first railroad; establishment of steamship lines between Puget Sound and the Orient; discovery of gold in Alaska; and development of trade with Pacific islands. Seattle is a leading seaport. Washington became a state in 1889. Population in 1940 was 1,736,191. Capital: Olympia. Flower: rhododendron. Motto: *Alki* (settlers at Alki, now Seattle, called the camp "New York of the Pacific," adding *Alki*, which is Indian for "By and By.")

The Washington Education Association has a Citizenship Day committee. A notable observance was held at Tacoma in 1941. Chairman WEA Committee and member NEA Committee on NVPR, 1941-42: K. J. Knutson, Prin., Minor Sch., Seattle.



## WEST VIRGINIA

When Virginia seceded from the Union at the outbreak of the Civil War, the western counties opposed and set up West Virginia, which was admitted to the Union in 1863. The state looks westward from a high plateau which slopes to the Ohio River. The "Panhandle State" is a rough oval from northeast to southwest, about 250 miles long. There are four geographic regions: Ohio Valley, Cumberland Plateau, Allegheny Highland, and Potomac Valley—ranging from rugged mountains to fertile valleys. Coal, oil, gas, and bromine are among the state's richest resources, and mineral springs abound. About 74 percent of the total area is in timber lands. Charleston is the capital. State population was 1,901,974 in 1940. Flower: rhododendron. Motto: *Montani Semper Liberi* (Mountaineers Always Freemen).

Members NEA Committee on NVPR 1940-41: E. M. Ashworth, Asst. Supt., Raleigh County Schs., Beckley; J. V. Roberts, Field Secy., West Virginia Education Association, Charleston.



## WISCONSIN

Wisconsin, the "Badger State," in the east north-central group, came into the Union in 1848. It is also called "Copper State" because of the copper in the soil and rocks which gives several rivers their unusual color. Geologists are attracted by the peculiar rock formations as seen in the Dells. Tourists enjoy Devils Lake in Sauk County, which is set between huge quartzite bluffs. The state is a leader in dairying. Agriculture in all phases is important. At Madison, the capital, is the U. S. Department of Agriculture's Forest Products Laboratory, said to be unique in the world. Wisconsin has pioneered in social legislation: its unemployment compensation act was the first adopted by any state; also its crop-reporting organization set up jointly with the federal government, a system now adopted by many states. Population in 1940 was 3,137,587. Flower: violet. Motto: Forward.

New-voter programs were organized by 37 counties in 1941-42. Study groups met thruout the winter preceding recognition programs third Sunday in May. Chairman, NEA Committee on NVPR, 1941-42: Hugh S. Bonar, Supt. of Schs., Manitowoc.

## WYOMING



Wyoming, in the western mountain region, is called "Equality State," because it was the first to grant suffrage to women (1869). It was admitted to the Union in 1890. The state is rich in scenic beauty. In Yellowstone, oldest and best known of the national parks, are Yellowstone Falls, higher than Niagara, and Old Faithful Geyser, greatest single attraction in U. S. parks. Also in Wyoming: Grant Teton National Park; Thermopolis Hot Springs; Devils Tower and Shoshone Cavern, both national monuments; eleven national forests; and two state parks. Ranch life still retains Old West flavor. Wyoming is one of the great cattle-raising states. Cheyenne is the capital. State population in 1940 was 250,742. Flower: Indian paintbrush. Motto: *Cedant Arma Togae* (Let Arms Yield to the Gown).

Member NEA Committee on NVPR, 1941-42: Ford B. Kuns  
County Superintendent of Schools, Lusk.

**ALASKA**

Alaska, an Organized U. S. Territory, occupies the northwestern part of the continent. It was purchased from Russia in 1867 for \$7,200,000. Exports from Alaska since have exceeded a billion dollars. Population in 1940: 72,524. Capital: Juneau. Member NEA Committee on NVPR, 1940-41: A. A. Ryan, Supt. of Schs., Nome.

**DISTRICT OF COLUMBIA**

Washington, D. C., capital of the U. S., is described on pages 271-88 of this Handbook. Citizenship Day was observed May 16, 1941, throughout the District schools, and on May 18 the Americanization School Association sponsored an observance. Member NEA Committee on NVPR, 1940-41: N. J. Nelson, Principal, Woodrow Wilson Highschool.

**HAWAII**

The Hawaiian Islands, 20 in number, crossroads of the Pacific, are an Organized U. S. Territory, annexed by Congress in 1898. The largest active volcano in the world is a feature of the Hawaiian National Park. Chief crops of the Islands are cane sugar and pineapples. Population in 1940: 423,330. Capital: Honolulu. Member NEA Committee on NVPR, 1940-41: Erwin L. Miles, Voc'l School, Honolulu.

**PUERTO RICO**

Puerto Rico, an island in the Caribbean Sea, is a U. S. Possession acquired from Spain in 1899. Like Alaska and Hawaii, Puerto Rico is represented in Congress. 1940 population: 1,869,255. Capital: San Juan. A splendid observance of New Citizens Week was held in Puerto Rico, May 12-16, 1941. Over 65 cities took part in meetings of new voters, excursions, lectures, radio broadcasts, and special programs at schools for adults and at the University. The central committee: José M. Gallardo, Commissioner of Education; José C. Rosario, Director of Extension, Univ. of Puerto Rico; Luiz Múñiz Souffront, President, Puerto Rico Teachers Association; F. Rodríguez López, NEA State Director; and Carmen Gómez Tejera, Rio Piedras, who is the advisory member of the NEA Committee on NVPR, 1941-42.

## THIS BOOK

THIS VOLUME has been made possible thru the cooperative efforts of many people. Special appreciation is due Hugh Taylor Birch without whose intelligent interest and generous support the book could not have been published; Eleanor C. Fishburn of THE NEA JOURNAL staff for her fine and efficient work in seeing the book thru the press; Superintendent Hugh S. Bonar for his outstanding leadership in developing Citizenship Recognition Day and for preparing the section on that movement; Secretary Willard E. Givens of the National Education Association for his encouragement of the project; F. Erle Prior, artist of THE JOURNAL staff for typographical and cover design; and various authors and publishers for the use of materials which enrich this volume. The book is set in 12 point Garamond Linotype and was printed by Judd & Detweiler, Washington, D. C.

Boards of education, civic and patriotic associations and individuals will wish to present copies of this volume to young people in connection with Citizenship Recognition Day. This book is published without royalty or profit. All money received from its sale will be turned back into the fund for the promotion of Citizenship Recognition Day and improvement of future editions.

Readers are invited and urged to write the publishers their suggestions for the improvement of future editions of this Handbook, which it is hoped will grow in value and usefulness as a lifelong possession of the American Citizen. If we wish to be a great people we must keep ever alive in our hearts the purposes and ideals which make for true greatness.

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